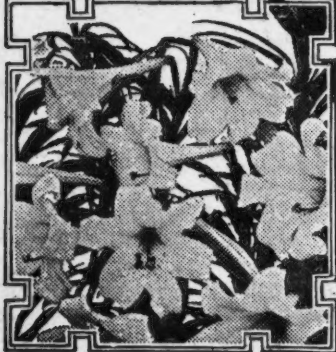
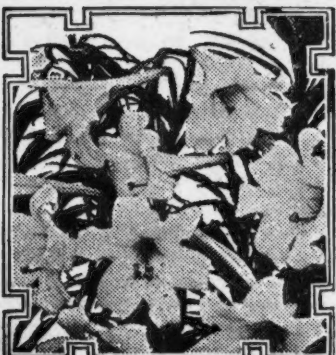


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A Monthly Magazine of Educational Topics and School Methods



"At that time: Mary Magdalen, and Mary, the mother of James and Salome, brought sweet spices, that coming they might anoint Jesus. And very early in the morning, the first day of the week, they come to the sepulchre, the sun being now risen. And they said one to another: Who shall roll us back the stone from the door of the sepulchre? And looking, they saw the stone rolled back, for it was very great. And entering into the sepulchre, they saw a young man sitting on the right side, clothed with a white robe: and they were astonished. And he said to them: Be not affrighted; ye seek Jesus of Nazareth, who was crucified: he is risen, he is not here; behold the place where they laid him. But go, tell his disciples and Peter that he goeth before you into Galilee; there you shall see him as he told you."—St. Mark xvi, 1-7.

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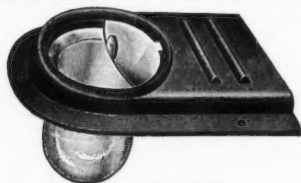
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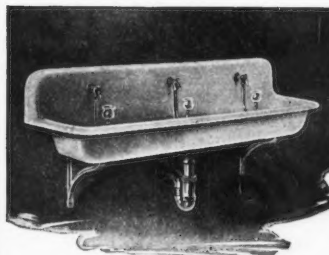
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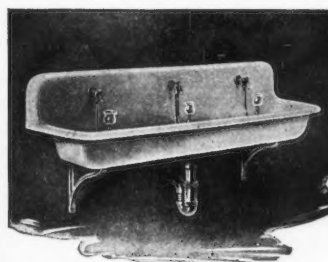
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Gal. vi. 16: "And whosoever shall follow this rule, peace on them and mercy."

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Allegretto.

1. In the morn-ing when I wak-en, With the cross I sign my - self, And say, "Je - sus, Ma - ry, Jo - seph, I give you my heart and life." Then when drest I kneel de-vout - ly, And I say my morn-ing prayers, With the cross I ask a bless - ing, Both be-fore and af-ter meals.

- 2 When 'tis evening, kneeling humbly,
My night prayers I say to God;
Then my conscience I examine,
And ask pardon for my sins,
When in bed I think of Jesus,
And my arms fold like a cross,
And say, "Jesus, Mary, Joseph,
I give you my heart and life."
- 3 With this prayer each work I offer,
"Jesus, I do all for Thee."
"Jesus, Mary, help me," saying,
From temptation quick I go,
From occasions which are sinful,
And bad company I fly;
O my God, I promise never
To commit a mortal sin.
- 4 Should I ever thus offend Thee,
I will ask without delay
Thy forgiveness—God of mercy!
And quick to confession go.
Once, at least, each month confession
And a good communion;
At confession may I never
Mortal sin through fear conceal.
- 5 Holy Mass I hear devoutly
On the Sundays—Holydays,
And on Sundays my delight is
Catechism—Sunday School.
For God's sake I love my neighbor,
And forgive my enemies;
My parents and superiors
I obey, respect, and love.
- 7 Morning, noon, night—three times
daily
I recite the "Angelus."
Then I make a meditation,
And I read some holy book.
So I will with God's assistance
Keep each day the Rule of Life,
Thus I will get ready daily
Once to die a happy death.

Children's First Communion Hymn.

Prov. viii. 18: "With me are riches and glory, glorious riches and justice."
"LAUDATE PUERI."

Allegretto.

1. O Ma - ry, Molt - er sweet-est best, From heaven's immortal bowers, Do
gath - er for a lit - tle child A bou - quet of sweet flowers. I
wish my lit - tle heart to be A cra - dle fair and gay, Where
Bless - ed Je - sus may re - pose My* (first) com-mu-nion day. Where
Bless - ed Je - sus may re - pose, My (first) com-mu-nion day.

*This sweet communion day!

- 2 My little child, I can obtain
So bright a wreath for thee,
That Jesus will delight to come
Within thy heart to be.
I'll give thee lovely charity,
More warm than rose's glow;
I'll give thee heavenly purity,
More white than lily snow.
- 3 The violet of humility
Shall yield a sweet perfume,
And Jesus will delight to be
Within thy little room.
But then remember, dearest child,
The blossoms that I give
Require the watering of a prayer,
Or they will cease to live.
- 4 Mother, dearest, tenderest Mother,
You know how frail I am,
A very giddy, thoughtless thing,
A weak and helpless lamb.
But oh! if thou wilt but send down
Those precious flowers to me,
I doubt not but with thy good help
We'll watered they will be.
- 5 Then Mary from her holy hands
Those precious flowers sent down
As beautiful and pure as those
That breathe an angel's crown.
That little soul was richly blest
In which dear Jesus lay,
Like the sweet turtle in its nest,
Sweet* (first) communion day!

Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL. TWELVE; Number One

MILWAUKEE, APRIL, 1912

PRICE, \$1.50 PER YEAR, OR
\$1.—IF PAID IN ADVANCE.

The Late Brother Justin.—In the death of Brother Justin of the Brothers of the Christian Schools the educational interests of this country have sustained an irreparable loss. Brother Justin, during his long and busy life, was identified with the work of Catholic schools from coast to coast as well as in England, Ireland and France. For years he guided the destinies of his congregation in California and in New York, and in the capacity of provincial impressed his personality so thoroughly on the educational field that his memory is today revered by teachers and pupils many of whom know of him only as a memory.

Endowed with natural qualities of mind and heart that eminently fitted him for success in practically any walk of life, Brother Justin, having taken upon him the yoke of the Lord in his youth, concentrated all his abilities on the problems that confront the Catholic educator in this country. The educational scope of his order is a vast one, and in its every department Brother Justin labored, and labored fruitfully. From post to post he went at the call of obedience; and, whether his superiors entrusted him with the care of a Sunday-school class or the administration of a college, he brought to every task a whole-heartedness and intensity that flung aside all manner of difficulties and insured progress and prosperity.

Brother Justin was a splendid and inspiring type of the teaching Brother. He was not a clergyman, in the strict sense of the word; his vocation was that of the religious teacher, and his life work plainly demonstrates that Brother Justin laid equal stress on both words. A model religious—a glowing exemplar of obedience, regularity and the practice of prayer—Brother Justin was not less distinguished as a successful and practical teacher and an administrator who accomplished results. "The test of ability is performance," says Bishop Spalding; and the test in Brother Justin's case points to ability of an exceptional order.

Former pupils of Brother Justin in all parts of the country have expressed themselves deeply moved at the announcement of his demise. One and all they are eloquent concerning the great personal force of the man and the intimate, heart-to-heart nature of his effective teaching. His students, despite their immaturity, their defective insight, their varied points of view, were unanimous in their respect and veneration for the man, because they saw in him that earnestness, that tremendous sincerity and zeal which can be found only in men who are thoroughly alive to the possibilities of life and burning with devotion to the cause of God and of the Church. It has been truly and pertinently said that the world is better for having known such men.

Reviewing the Prayers.—In all the grades, not excepting the highest, an occasional review of the prayers is a matter too important to be neglected. Every experienced teacher knows that a child may be able to say the prayers well enough in concert, but that sometimes he is unable to recite them correctly when called upon to do so alone. Often, too, small children, get into the habit of mispronouncing words and warping the meaning of sentences, and the errors, though serious enough surely, are yet not likely to be discovered unless individual reviews are occasionally made. A small boy, acting with the best intentions in the world, was once discovered, while reciting his Confiteor, addressing an earnest petition to "Blessed John the Blacksmith." The boy's father, it seemed, was a member of the honored craft, and the idea was more familiar than the idea of baptist. Besides,

wasn't St. Joseph a carpenter. The young mind often indulges in vagaries of this kind, and the prudent teacher finds the method of individual review the most potent and judicious.

Preparing for the Conventions.

The summer institutes are coming and connected with teaching and school management. One effective and pleasant way of preparing for the annual feasts of pedagogical wisdom is to jot down on cards of convenient size ideas that may occur to us concerning matters likely to be discussed at the conventions. Today you may think of some device in the teaching of geography; opportunity is not yours to try the idea in actual practice, and accordingly you are prone to dismiss it. But don't. Jotted down on a card, that idea will remain with you, even after the storm and stress of the commencement season, and at the institute it may be the germ of a paper or of a five-minute talk that will enlighten some teacher on the lookout for just some such device. A card index never can take the place of brains, but a card index has a field of utility which most of us cannot safely ignore.

The Trouble Book.—That is what Sister X calls a little diary that she keeps with commendable regularity and in which she daily records her version of the petty annoyances that are so petty and that yet are so annoying. She finds it a genuine relief, she says, thus to get her troubles out of her system, and she adds that telling her troubles to a blank book is better in many cases than boring her fellow teachers.

The idea is a good one, but it needs completion. Why not a joy book as well, into which shall daily go a record of the little things that in some way or another contributed to the teacher's gladness of heart? And who knows? Perhaps, after the joy book is begun, there will be so many things to set down in it that the trouble book will be almost forgotten. Really, if there has to be a distinction between troubles and joys, is it not better to dwell upon the latter?

The Risen Christ.—It has always seemed to some of us that Easter, rather than New Year's, is the proper time to make good resolutions—if, indeed, there be any specially fitting time for so laudable a performance. Somewhat the same idea must have been in St. Paul's mind when he exhorted his children in the faith to rise together with Christ. From one point of view our life on earth is largely a *via dolorosa*, but from another point of view it is a perpetual Easter morning. This, verily, is a theme fit for a great Catholic poet and mystic; but all of us, each in his own humble way, can make some personal application, and induce our pupils to do likewise. Easter is the most consoling of all the feasts of the year, for it teaches us that, through the merits of Our Saviour, we can leave behind us daily the swathing bands of sin and rise to newness of life.

Timely Topics.—In the event of the death of both President and Vice-President, who would succeed to the Presidency of the United States? Explain the meaning of initiative, referendum, recall. Are the territories of the United States represented in Congress? What is the commission form of municipal government? What is meant by a national debt? What are the principal duties of the Secretary of the Interior?



Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

If we are teaching history and civics as we should teach them, our seventh and eighth grade pupils ought to be able to answer such questions with a fair degree of accuracy. We are preparing our boys—aye, and our girls, too—for the duties of citizenship, and it is our duty to stimulate their interest in topics relating to the practical workings of our state and national government. We have no right to teach politics, but an intelligent interest in the affairs of the day, from a municipal election to the decapitation of a cabinet member, is most desirable.

The Catholic School Journal has long recognized the importance of the matter, and from time to time has printed brief paragraphs dealing with developments in national and state government. Our profession as religious need not prevent us from taking an active interest in national movements that may mean much for the future of Church and country alike.

The Will to Be Well.—Recently I was reading a little book by Arnold Bennett which had nothing whatever to do with health, but which, somehow, forced the conclusion that the power of the mind is so great that in the ordinary course of events a person need not be habitually ill unless he wishes to be. See the gorge of dyspeptics and the rheumatics and the neurotics rise! But remember, I said "ordinary course of events," and if you cherish your ill health you may take refuge behind that.

This gospel of health is not for the men and women who have the habit of sickness. Rather is it for the young and the free and the untrammelled who have their lives before them to make or to mar. And to these it may be said: Given ordinary prudence and barring accidents, there is no reason in the world why you should be sick. Illness is an abnormal thing. Convince yourself that it is neither sane nor salutary. Did not wise old Thomas a'Kempis say, "Few are improved by sickness"? Form an attitude of mind that recognizes the essentially unnecessary and unnatural nature of illness, and you will be spared the daily languishings that so many people indulge in needlessly.

There may be some excuse for sickness in a coal-heaver or a South Sea Islander, because the coalheaver and the South Sea Islander are not supposed to be educated; but, "in the ordinary course of events," there can be no excuse for the teacher. An ill educator is a paradox. For must we not expect an educator to be educated, and does not education begin with self-knowledge? But sickness implies lack of self-knowledge.

This doctrine is so cheering and so Christian and so utilitarian—so desirable, indeed, in every respect—that the opposition it meets with is almost incomprehensible. People have been known to search the Scriptures to justify a headache. But let the gentiles rage. The fact remains that the will to be well means more than sulphur springs and apothecary shops.

From the Heights.—The day was warm, and the Wise Man was sitting far up on the hillside in a little patch of shade, gently fanning his flushed face with his broad-brimmed hat. Below him stretched miles of farming country, and beyond that were the suburbs, and in the distance was the great city where he labored; while, beyond all, the mighty ocean loomed, a leaden sea awaiting the flush of the setting sun. And the Wise Man smiled in joy of spirit.

"You here?" exclaimed the Wondering Friend, suddenly appearing, very red and uncomfortable, from a bend of the road. "I thought you were very busy and had no time for tramping in the wilderness."

"Sit down and rest yourself," said the Wise Man. "I am here just because I am so busy."

The Wondering Friend sighed and dropped into the patch of shade. "I don't follow you," he said.

"It is this way," said the Wise Man, his eyes fixed dreamily on the distant ocean. "There comes a time now and then in the workaday life when the petty worries and cares and unessentials of civilization gall the spirit and embitter the heart; discouragement comes, and impatience and fretfulness. Then is the time to tramp for fifteen or twenty miles and then sit here and rest. For when one, from this elevated perch—on God's green earth and yet so near the heavens—views the bustling city yonder, he sees things in their right proportions. Here one gets the right scale of values. Little two-by-four theories of life, the insolence of office and the spurs that patient

merit of the unworthy takes—these things all fade into insignificance; and one can return to his daily life and take up his work with new vigor and a song in his heart."

"But one can't always find time to come up here," objected the Wondering Friend.

"One always can come anywhere—in imagination," the Wise Man replied. "And any night in the year one may lean on his window sill and soothe his weary spirit with the vision of the calm, eternal stars."

The Infant Phenomenon.—The case of little William James Sidis, who reads Latin and Greek and lectures on the fourth dimension, is sometimes used as a stalking-horse to cover an attack on modern school methods. Little William has a father who has educational ideas of his own, and accordingly little William, it is said, knows more than most boys of his age.

But does he? It seems that Professor O'Shea of the University of Wisconsin gives a very sensible answer. He says:

"It seems reasonable to say that every normal five-year-old child has performed much more difficult feats in discovering the qualities of human beings, say, and in adjusting himself to them, than would be essential in learning to speak sentences in Spanish, French, German and Greek. This statement will doubtless be questioned by one who has not reflected upon the matter; but the reason it may seem extreme is because it is more in line with custom and with native tendency for a child to learn how to adapt himself to the world of people and things about him than to memorize verbal combinations."

Indeed, we ought to be heartily glad that little Williams are so exceptional. Infant phenomena have appeared from time to time, and in most cases they have paid the penalty of premature development. Personally, I intend to wait patiently until young Sidis is about thirty-five, and then try to discover the manner of man he is. If history repeat itself—and it generally does—William James Sidis will be an old, worn-out man at an age when normal human beings are attaining to their stage of great efficiency.

Looking Ahead.—"When you cross the desert," says an oriental proverb, plant trees by the way; you may chance to return that same way old and weary, and then you shall be pleased to sit beneath their fragrant branches and eat of their golden fruit."

The proverb ought to mean something to young teachers. What kind of trees are you planting? Are you forming habits of thinking, praying, working, living? Are you cultivating any special study that will be a source of pleasure and profit through all your earthly days? Are you sowing in the minds of your pupils the seeds whence great and shelter-giving trees may eventually grow?

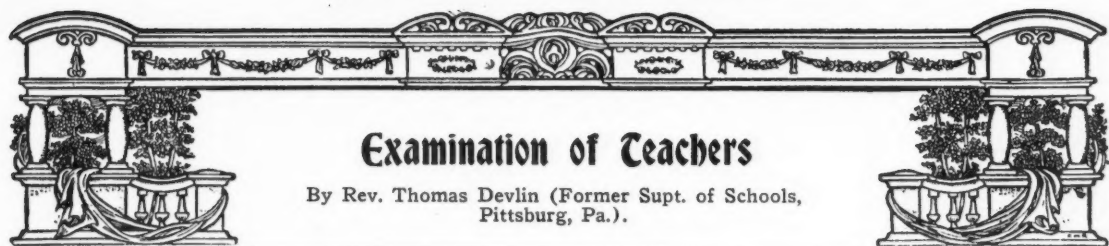
One's Own Row.—Too many of us are like Martha—we are solicitous about many things. We insist upon fretting over problems that in no sense are our problems. Matters pertaining to the general administration of our house or of our congregation are entrusted to our superiors, not to us; yet often do we neglect our own special work in order to worry over the size of the coal bill or the condition of our community in Cochin-China. William Pitt made it his rule of life to do his part of the world's work instead of trying to run the world.

It is said of the same astute statesman that, when he found himself burdened with a multitude of cares and responsibilities, he would divide his work into three portions: 1. That which wasn't worth doing; 2. That which would do itself; 3. That which was quite enough for any man to attempt. Then he would devote himself to the third portion. If we are wise we shall find it expedient to adopt a somewhat similar classification.

"Be assured that your cheery monthly is greatly welcomed by tried and anxious teachers."—Sister M. Oswald, St. Teresa's Convent, Philadelphia.

"The Journal is excellent. You are doing a good work."—Sister Constance, St. Agnes Academy, Montreal.

"The Journal is a treasure for Catholic teachers. Every article is worth reading."—Rev. Mother Antionette, Loretto School, New York.



Examinations to determine fitness to enter the calling of teachers, no doubt originated in response to the need of providing skilled persons for such important work, and of protecting the child from injury at the hands of incompetent instructors. The safeguarding of the interests of the pupil, the family and society, and the elevation of the profession, seem to be the reasons for requiring the examination of teachers.

The Church recognizes this in her legislation. Declaring that the efficiency of our schools depends chiefly upon the character and fitness of those teaching in them, the Third Plenary Council of Baltimore has made laws instituting a Board of Examiners for teachers in each diocese in the United States, and outlining the manner in which the board is to exercise its functions. The Council decrees that this board shall examine all teachers in the diocese, secular as well as those who belong to diocesan religious communities. Special provision is made for communities which are not diocesan. The board is directed to issue certificates authorizing those who are qualified to teach. These certificates are to be valid for five years and for all dioceses. At the expiration of five years, a final examination is required for a permanent certificate. No priest may employ a teacher in his school who has not received a certificate from the board of examiners, unless such a teacher shall have taught before the enactment of the law. The manner in which the examinations shall be conducted and the method of recording their results are also prescribed in the decree.

The wisdom of this legislation is manifest. If any proof be needed of the prudence and effectiveness of the means chosen by the Fathers of the Third Plenary Council to raise the standard of professional attainment upon the part of our teachers, and lift up our schools to a high grade of efficiency, it will be found in a comparison of the condition of the schools twenty-five years ago with their condition today. The remarkable progress made in this period of the history of Catholic education, may be attributed in a great measure to the examination of teachers.

The scholastic and professional ideals have been furnished exclusively for the majority of the teachers, by the examination requirements. Many possessing no other than an ordinary education, have attained a relatively high degree of proficiency in scholarship, and a very practical professional equipment under the stimulus of the examination. Those whose scholastic and professional knowledge are superior have reached a high standard under the same impulse. The growing interest in normal training to be noticed today is without doubt, the result of the teachers' examinations.

Besides the law establishing the board of examiners for teachers, the Baltimore Council made provision also for a separate body known as the "Diocesan School Board." As the work of these two bodies is correlative, it seems strange that under the law they are totally independent one of the other. In some dioceses, the members of the teachers' examination board are members of the school board at the same time. The two bodies, however, have no point of contact except by mutual agreement. The logical situation seems to demand that they should co-operate. While no friction may occur between the two boards, the welfare of the schools requires that there should be a full understanding by both of all matters pertaining to the schools. As it is, the school board is responsible for the school work of the diocese, but has no control over the training of the teachers. If the superintendent of schools, who is the agent of the school board, and who, by the nature of his office, has excellent



opportunities of knowing the qualifications of the teachers, were ex-officio chairman of the board of examiners, a bond of union would be established between the two bodies with the result of more intelligent co-operation in the great work in which both are engaged. This view is emphasized by the fact that throughout the country one of the chief duties of superintendents of public instruction and county superintendents of schools, is the examination and certification of teachers.

While the examinations, as heretofore conducted, have been productive of splendid results, in the future much will depend upon the experience and skill of the examiners. Our teachers are advancing in culture, mental grasp and professional knowledge. The men chosen to certify to their professional qualifications should be men not alone of intellectual ability and zeal in the cause of education, they should be acquainted, also, with the principles of the science and familiar with the methods of the art of teaching. They should be practical men, able to discriminate. Under the most favorable circumstances, the examinations must be adapted to widely diversified conditions, both as to subject matter and candidates. The qualifications of the fit and the unfit, the trained and the untrained, of the applicant who has just finished the eighth elementary grade, and the academic or college graduate are to be determined. No adequate uniform test of the scholarship or ability of a number of students such as described, can be given, but the subject matter can be so selected and the questions can be so framed as to get results which will enable the board to form just judgments. For the proper fulfillment of this duty, a capable and efficient body of examiners is needed.

From what has been said it is evident that there should be in the first place a classification of those who are to be examined; secondly, the scholastic examination should be adapted to the rank and requirements of the grades; third, the professional examination should not be regarded as of less importance than the test in other branches.

In all the examiners should bear in mind that it is rather the attainments in discipline and culture that are desirable, and that intellectual power is more to be prized than a store of knowledge.

In the diocese of Pittsburg the examination of teachers, as prescribed by the Council of Baltimore, have been conducted annually since 1893. The board of examiners is appointed by the Right Reverend Bishop at the diocesan

synod every three years. The board as constituted at present, numbers seven. Soon after their appointment the members organize by electing a chairman and secretary. Every year about the first of January, an outline of the studies to be pursued by the teachers who are to be examined, is given to the superiors of the various teaching communities and to the lay candidates who apply for it. The examinations are held in the month of July at the mother-houses of the different communities. The questions for the examination are prepared by the members of the board, who meet twice for this purpose, a few weeks before the date of the examination. The manner of conducting the examination is as set forth in the decree of the Council of Baltimore.

SOME POINTS FOR CONSIDERATION IN PLANNING HIGH SCHOOL COURSES.

By Rev. F. W. Howard, Columbus, O. (Secretary-General of the C. E. A., and Former Supt. of Schools.)

What is a high school, and what do we mean by secondary education? When should secondary education begin, and, when should it end? What should be the character of this high school education, and should all, or only a part of our children, be invited to partake of it? Should it be the same for our boys as for our girls? How shall we relate the elementary school to the high school, and how shall we articulate the high school with the college?



So far as I have been able to find out no complete and satisfactory answers to these questions have been proposed; at least, none have met with general acceptance. I would like to emphasize this point therefore, and it seems to me that its importance should be set in strong relief, that we need a thoroughgoing study of these aspects of the problem, so that we may be reasonably certain that our educational development is not proceeding at hazard, and so that proper direction may be suggested for the high school movement, which has already gained such momentum.

It is very plain to those who study the educational conditions which now exist in this country, that we are confronted with a situation of extraordinary confusion. If one wishes to have a description of some of the problems of secular educators, he may read the Fifth Annual Report of the Carnegie Foundation for the Advancement of Teaching. There is a conflict between the American public high school and the American secular college in ideals, aims, methods and studies, that seems to offer no hope of compromise or adjustment.

Now, I believe that the greatest difficulty with which we have had to cope is the fact that, in endeavoring to organize and to systematize our educational work, we have been influenced by conditions prevailing in secular education. In a measure we have been compelled to adapt our work to these conditions, and the difficulties we have in

adjusting our parish schools to high schools, and our high schools to colleges, come more from this source than from any other. I might dwell on the ways in which we are consciously and unconsciously influenced even by the ideals, the standards and methods of secular education, but this does not pertain to my present purpose. The average Catholic high school which has grown out of a parish school or schools is an adaptation to suit local needs and conditions; it has not been organized as a part of any general plan nor is it a part of a system.

If we are to bring order out of chaos we must begin with the elementary school. There lies the crux of the problem. The elementary curriculum must be simplified, and the foundations of education must be laid in an elementary training that shall be thorough, simple, accurate and not unduly prolonged. The purpose of elementary training is to train the child to habits of industry and attention, to give him the rudiments of knowledge and, before all, to implant in his heart a love of virtue and religion. If he has learned to reverence God, to respect authority and to apply his mind to study, he has learned much.

The tradition of our Catholic teaching orders is to begin the secondary education of those who desire a liberal education or are destined for the professions at the age of eleven or twelve. This education is carried on through preparatory school and college to about the age of nineteen or twenty when the young man may take up the special training for his profession of his work in life.

The average American boy is sent to the public high school with no definite purpose in view. He wants more education, but he does not know just what he wants, nor does he know how long he is going to stay. The number of those who are graduated from the fourth grade of the high school is very small in comparison with the number of those who enter the first year. The high school is the chosen field of educational experiment. American educators of standing have declared that the high school as at present constituted, is a failure. The American educational plan of eight years elementary, four years of high school, four years college and four years professional is not based on human nature; it has never been a success, and candid educators admit that it has broken down; and yet, it must be acknowledged that we have been conforming much of our work, in all departments, to this Procrustean plan. With such a condition confronting us, is it not imperative for us to consider whether we are building on a secure and solid foundation? Should we not study our traditions and our time-tried principles; and may we not, perhaps, be able to afford some assistance to the American secular educator in his sore perplexity? We shall proceed with more security when we shall have made, with the combined wisdom of our eminent educators a broad, historical, philosophic and Catholic study of the whole subject of the curriculum.

RULES FOR SPELLING.

On words containing the letters "ei" and "ie," the following poem, written by Tudor Jenks, contains a rule easily remembered:

"When 'ei' and 'ie' both spell 'e'
How can we tell which it shall be?
Here is a rule, you may believe,
That never, never will deceive,
And all such troubles will relieve,
A simpler rule you can't conceive.
It is not made of many pieces
To puzzle daughters, sons and nieces,
Yet with it all the trouble ceases.
After 'c' an 'e' apply,
After other letters 'i.'
Thus, a general in a siege
Writes a letter to his liege.
Or an army holds its field,
And will never deign to yield

Send 30 cents for book of plays and dialogs by Sister M. Borromeo, O. S. D. The material of this book is especially well adapted for supplementary reading in the grammar grades. Excellent opportunity for expressive rendition of unusually instructive text.



VOCAL MUSIC AND ITS PLACE IN THE SCHOOL CURRICULUM.

By a Sister of Notre Dame.

"See deep enough," says Carlyle, "and you see musically; the heart of nature is music, if you can only reach it." So Brother Azarias tells us that Dante saw musically because his intellect looked back of sign and symbol to behold things in their essence and relationship. Now the fact that a portion of the program of nearly every teachers' meeting is given to the consideration of school music, shows that our Catholic educators, looking deeply into the interests of the child, see the close relation there is between music and life. The power of enjoying music is a natural faculty; the musical score is a common tongue understood by all, and the compelling force of harmony is universally admitted.

In every civilized land music has stirred human impulse to the doing of high and noble actions. The sagas bound races together and a national anthem sways the heart of the multitude as nothing else will. During the Ages of Faith, when the whole world went to school to the Church and learned wisdom at her knee, the stream of song flowed side by side with the most serious currents of thought. In the palace school of Charlemagne and later in the University, music shared equal honors with arithmetic, geometry and astronomy; so the recognition of its great power as an educational factor, is not so much the development of something new as a return to the old. Catholic children are but coming into their own, when their feet are set in the joyous paths that lead to the land of song.

To keep strictly within the limits of our subject, we must forego the pleasant task of tracing music back to its cradle-land, old Egypt, where music was so intimately blended with poetry and religion. There is not time for even a glance at the alluring figure of Northern bard or scald, for we are considering music not as one of the fine arts, nor yet as a bridge between the work-a-day world and the land of enjoyment, but as a cultural study whose object is the enrichment of life. We are taking the teacher's standpoint and must accordingly concern ourselves with pedagogical values.

Change in Our Artistic Ideals.

The past twenty-five years have brought great growth and change to the artistic ideals in America. The opening of museums and art galleries in our great cities, awakened a general interest in the subject of art. The late Louis Prang by his books and models, trained three generations in drawing, while the Perry pictures and the "Artist Series" have done much to familiarize children with the great masters and their works. Why should music be overlooked when its influence in school is even farther-reaching? Young ears are to be trained as well as young eyes, and we reap from the singing lesson greater results in culture than from the lesson in color and form. "It is the function of a liberal education," says Professor Cuzzalo, "to give the feelings as well as the facts of life." "I say," writes Ruskin in his translation of Plato's Republic, "there should be choirs to fill as with enchantment of singing, the souls of children while they are tender teaching them many other things." Sixty years ago Cardinal Wiseman, writing to a Catholic school committee, urged upon them "the importance of introducing music more effectually into our system of education." We could multiply authorities in support of this sentiment, and we agree with a writer in the Ecclesiastical Review, who assures us that "music study finds in no other single branch an equivalent in pedagogical value." This statement is borne out by the most elementary vocal lesson which trains eye, ear and memory at the same time that it exercises the perceptive faculties and above all, stimulates the imagination and the emotions.

In addressing a body of teachers, then, any special pleading for the teaching of vocal music must be superfluous, and as time presses let us take up the second and more

practical part of the subject, namely, the place that shall be given to vocal music in the curriculum.

Let it be granted that the power of music is fully recognized as a factor in sense training; that we attach sufficient importance to the general and special culture it gives; and that we appreciate the fact that singing leads directly to self-expression, a result eagerly sought for by the educators of today. To obtain these results, let us consider:

First: When and how shall we begin vocal lessons?

Second: By what methods shall we proceed?

In answer to the first question, let us remember that ear training cannot begin too early and quote an authority on the subject in Germany, where school music is taught so successfully.

German Musical Method.

"Musical education progresses conformably to natural law, if as soon as sound is perceptible to a child, repeated single tones, a succession of tones, or a real musical composition are presented to it, and it is thus brought into contact with the world of sound." The impressionable period of the human ear, they tell us, is between the ages of seven and fourteen, so that naturally, rote songs in which true tones are imitated, and vocal exercises in which true tones are recognized, form the work of the lower primary grades. When the ears are well opened by tonal work, then gradually key treatment can be taken up that will insure right habits of musical thought.

In the upper primary grades a course in the elements of music can be given to develop correct ideas of scales, keys and time-values until the laws of tones, notation, phrasing and musical construction be thoroughly mastered. In these same upper primary grades the children after some practice become familiar enough with musical notation to reproduce simple melodies in writing. The sense of sight is here so supported by the sense of hearing, that as Prof. George W. Chadwick, of the New England Conservatory, aptly puts it, the children "see with their ears and hear with their eyes."

In the grammar grades the laws of rhythm and the facility that has been gained by practice in the formation of the major scales, chord-building, and transposition, can be applied not only in singing at sight two-part and three-part songs, but in bringing out by artistic interpretation, the beauty of the poet's thought and the real meaning of the composer's musical theme.

Just here an objection must be met—two objections in fact. First, lack of time. Few teachers accomplish all the work they have planned for the day, so there is the temptation of devoting the music period to some branch in which the class is to be examined. Religious instruction, it is argued, must have full time and our best efforts, otherwise why should parochial schools and teaching orders exist? Language lessons cannot be curtailed without disaster to our mother tongue; thorough work in mathematics, not to speak of history and geography, connotes time and labor. All this is true, yet experience shows that a ten-minute lesson in singing, given faithfully every day, produces marvelous results if persevered in through the primary schools and grammar grades. The great aim in these lessons is the ability to sing at sight, and any system is good that teaches the child to form mental pictures—first, of scale degrees, then of intervals and time values, and finally of harmonic combinations. By this procedure, when the children are ready for high school, they are able to appreciate music; to listen intelligently to the one universal language and to take part in any choral work at sight. Meanwhile the young hearts and souls responding daily to the subtle power and charm that lie in song, are swayed by the loftiest thoughts and tenderest feelings. Surely such results pay for the time expended. The brief ten-minute period becomes the good seed, which sown in the fertile soil of child-life, brings forth fruit a hundredfold in mental power, culture and refinement. To yield such results, the lesson must be interesting and the teacher must be enthusiastic in the work; but what subject can be taught successfully without interest and enthusiasm on the teacher's part? Far from lessening the value of the school-day, singing aids the other branches materially by giving a stimulus and a zest to them all. An exercise which, like singing, enables the child to see things with mental clearness and to do things perfectly by force of will at the first trial, will tell upon the work of the rest of the day. Sight-singing is a mat-

ter of brains as well as of voice, and while promoting mental growth gives a healthy change and a gladness of spirit, that is as the breath of life in the classroom. Our aim in teaching singing is not to train musicians, but to round out fair characters and "character is more than intellect," says Bishop Spalding. Who would not devote ten minutes a day to such noble work?

Vocal Lessons by Class Teachers.

Now for the second part of the objection. It is urged that music teachers cannot be supplied for every class. Let experience answer again: the vocal lesson can be given, perhaps not so artistically, but certainly more effectively by the regular class teacher, than by a specialist presiding for ten minutes at a time. Lest the children lose by any want of musical training on the part of the teacher, the visits of a supervisor of music can be relied upon as a corrective.

A schedule of music is of primary importance and there must be coherence in the plan between the work of successive classes, so that advance in vocal culture and in the elements of music, be constant and regular. The class-teacher must be willing to prepare for the singing lesson as thoroughly as for any other branch and for the children's sake she must interest herself in the old master-musicians. When we remember the mass of critical writing and biography that has grown up about the authors whose works are read in school, we must admit that in contrast the musicians have received scant courtesy. Yet the poet lays his thought upon the printed page, while the musician through open ear and sympathetic nerve touches the very soul.

"The glory of Jerusalem has departed," writes Bishop Spalding. "The broken stones of Solomon's temple lie hard by the graves that line the brook of Cedron, but the songs of David still rise from the whole earth in heavenly concert, bearing to the throne of God the faith and hope of millions."

DISCIPLINE OF THE PLAYGROUND.

By Sister Borgia, O. S. F. (Ohio.)

The discipline of the playground is just as important a consideration as any part of the school management. And why? Because the duty of the teacher towards her pupils is not merely to impart knowledge, but to educate, i. e., to bring out, to develop all the physical and mental faculties of each individual child, and above all, to build up in each a strong, noble character, that they may take their stand and play their part bravely in after life. And this is done, not alone during the hours of recitation and instruction, but far more effectively when school books have been put away, and boys and girls are revelling in that delightful consciousness of freedom from restraint. Free the children should be, and yet, order must be observed on the playground as in the schoolroom, the one is preliminary to the other; the teacher should direct her pupils' activities in the one place as carefully as she directs them in the other.

To do this, of course, the teacher should be present at the intermission, and the various forms of recreation should be under her control. And though this entails a sacrifice of time, that priceless treasure for the busy teacher, and too, an extra burden for the weary one, there are many solid advantages to be gained by regular presence at the hour of recreation. These advantages are both for teacher and pupils.

Personal Qualities Show up in Play.

First, for the teacher: Anything which enables her to understand the pupils rightly, should be looked upon by her as most valuable, for we cannot train the children aright unless we understand them. Now at no time in the day do we gain a better insight into the psychological world of our pupils, boys and girls, than when they are at play. All their qualities, good and bad, show themselves then; the playground is a place of observation which no skillful teacher will scorn if she is determined to scale the heights and take possession of those young souls—"pro Deo et patria."

The playground, again, affords the good teacher priceless opportunities of winning the real affection of her pupils, and what can the most brilliant instructor attain unless she possesses the sympathy of those whom she has to train? She may adorn their minds with knowledge, she will never educate them unless she holds the key to their hearts. Furthermore, the playground is an arena

where the young children may easily be trained to practice charity and self-control, the virtues which will make their lives happy and useful.

These are briefly some of the advantages accruing to the teacher herself from her presence on the playground. To the pupils her presence should be a protection and an inspiration.

A protection: We know that the enemy sowed cockle among the wheat when the master was absent; and so it will ever be. The teacher's presence should be an inspiration for she should be the life and soul of the recreation.

But if she would be successful she must be vigilant and active. On the playground, as in the classroom, the teacher's eye should be the controlling power. While not showing any distrust she should see everything and her watchfulness should in the first place prevent the children from making any abuse of their freedom. Doctor Roark in his "Economy in Education" mentions three matters, "quarrels, dangerous play and trespassing" as "needing careful watching at playtime."

Quarreling Among Pupils.

With regard to quarrels: Pupils who really respect their teacher will hardly indulge in open fights before her, but among children of various dispositions and various kinds of home training, there will often arise little differences caused by teasing, jealousy, selfish behavior, which may develop, if uncorrected into lasting blemishes of character. Here the teacher must constantly inculcate the law of charity, that beautiful law which would make a paradise of the world if it were observed. The child that has an inordinate love of teasing must be made to realize that we should "do as we would be done by"; the jealous child be led with endless patience and pity, to understand how noble it is to rejoice in the good fortune of others; the selfish child after many an effort may be brought to taste the pure joy of giving happiness to others. And all these salutary lessons must come from the teacher noiselessly, almost unnoticeably; she must not speak as "from her desk" during play time unless in exceptional cases. If she can mingle with her pupils and guide and direct their games without making any sacrifice of her own dignity, it will be the best, but this is difficult for some natures. And, of course, it must be remembered that a teacher who could not prevent familiarity in the hours of relaxation would not be able to uphold her dignity in the classroom; and reverence between pupil and teacher is indispensable for the successful issue of education.

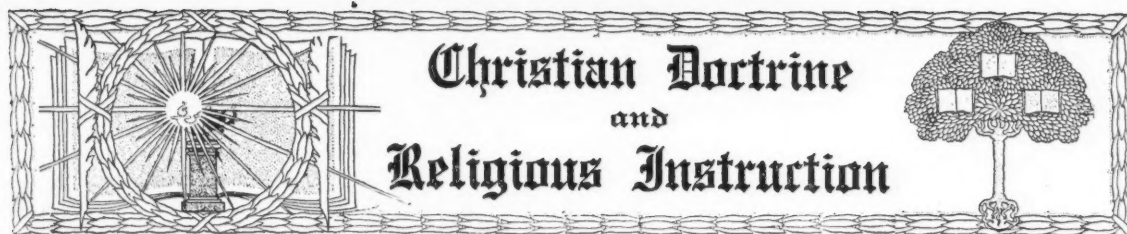
In prohibiting dangerous plays in any form whatever, the teacher must be absolutely firm. Such sports as the throwing of stones or jack-knives, etc., should never be tolerated; also those games which require a great output of physical force should be closely watched, since many a young life has been blighted in this way. Games of skill that cultivate quickness of thought and faculty which may be successfully played by the weaker pupils, while not beneath the powers of the stronger, are to be encouraged.

Respect for Property of Others.

The discipline of the playground must include the question of trespassing upon neighboring gardens or orchards, and of respect for the property and rights of others. When we insist on this respect for the property of others, we inculcate charity and justice, while giving a lesson of civic duty, of true loyalty to the school, and to the principles of American government.

The teacher must be careful, however, not to be too lavish with prohibitions, these only exasperate children. But since, to return to our old adage, "An ounce of prevention is worth a pound of cure," it would be well to avoid much that would be undesirable on the playground by keeping the children busy. A wise teacher will always insist on the children taking up some pastime, the more joyous the better—rudeness, of course, always excluded. We must not be too fastidious about noise; children must make noise sometimes; their systems require it. That great lover of the young, St. Philip Neri, used to say: "The boys may hew wood on my back if only they don't commit sin." Very few reproofs, if any, should be administered on the playground; exclusion from the society of the others should be the only punishment for refractory behavior there.

(Continued on page 30)

**THE MYSTERIES OF THE HOLY ROSARY.****The Five Joyful Mysteries.**

(On Mondays and Thursdays, and on Sundays from Advent to the last Sunday of Epiphany.)

1. The Annunciation of the Archangel Gabriel.
2. The Visit of the Blessed Virgin to her cousin Elizabeth.
3. The Birth of Our Saviour.
4. The Presentation of the Infant Jesus in the Temple.
5. The Finding of the Child Jesus in the Temple.

The Five Sorrowful Mysteries.

(On Tuesdays and Fridays, and on Sundays from Septuagesima to Palm Sunday.)

1. The Agony of Our Lord in the Garden of Gethsemani.
2. The Scourging at the Pillar.
3. The Crowning with Thorns.
4. Our Lord Carrying the Cross.
5. The Crucifixion and Death of Our Lord.

The Five Glorious Mysteries.

(On Wednesdays and Saturdays, and on Sundays from Easter to Advent.)

1. The Resurrection of Our Lord.
2. His Ascension into Heaven.
3. The Descent of the Holy Ghost upon the Apostles.
4. The Assumption of the Blessed Virgin into Heaven.
5. The Coronation of the Blessed Virgin in Heaven.

HOLY COMMUNION FOR CHILDREN.

By Rev. P. R. McDevitt (Supt. of Philadelphia Schools).

The provisions of the Decree of our Holy Father "Quam Singulari" touching the early and frequent Communion of children are being carried out systematically and faithfully in the parish schools. This document has radically modified the long established and widespread practice that children should not receive Holy Communion until the age of eleven, twelve, thirteen, or fourteen years, before which, it was thought, they had not sufficient discretion and knowledge to receive the Blessed Sacrament piously and intelligently.

Apparent hesitation in the observance of the wishes of our Holy Father arose from the difficulty which the teachers experienced in determining the character of the instruction to be given to very young children, and the amount of knowledge that should be exacted from them before receiving Holy Communion.

The teachers have not escaped easily from the influence of the tradition which demanded that the child should give every possible assurance of his appreciation of the Blessed Sacrament, and should acquire a fixed and definite amount of Catechetical knowledge before he should be allowed to approach the altar.

There is, however, no adequate reason for fear or anxiety on the part of the teacher. The clear and emphatic statement of our Holy Father leaves no doubt that the practice of keeping children from Holy Communion, until after the age of reason has been reached, is opposed to both the spirit and the law of the Church.

From all this it follows [says the Decree] that the age of discretion required for Holy Communion is that at which the child can distinguish the Eucharistic from the common and material bread, and knows how to approach the altar with proper devotion.

A perfect knowledge of the articles of faith is, therefore, not necessary, as a few elements alone are sufficient; nor is the full use of reason required, since the beginning of the use of reason, that is some kind of use of reason, suffices. Therefore, the custom of putting off Communion any longer, or of exacting a riper age for the same, is to be abolished and the same has been repeatedly condemned by the Holy See.

Selecting First Communicants.

While the Decree, in using the words of the Roman Catechism, declares that no one can determine the age when children should receive Holy Communion better than parents and confessors, and that it is the duty of parents "to find out and to inquire of the children if they have acquired some knowledge of this admirable sacrament and a taste for the same," in practice both the preparation of the children for the Sacraments and the final word as to their fitness to receive Holy Communion are left mainly to the discretion of the teachers of the parish schools.

Realizing that in this particular work of preparing and sending very young children to the Sacraments there was need of providing teachers with a Catechism that would be simple, direct and concise, many publishers have issued elementary books of instruction on Christian Doctrine. All of these claim to meet the needs of the teachers. That this claim is warranted is by no means certain, and one may justly fear that in the effort to provide a simple Catechism too much emphasis may be placed upon the value of a mere text-book, and too little placed upon the value of the teacher, the great essential force in efficient religious instruction. Hence, whilst it may be granted that there is a place in doctrinal instruction for new text-books that are written according to sound pedagogical principles, the perfectly constructed textbook will produce no more fruit than the badly constructed one, unless the teachers of Christian doctrine know the methods of presenting truth to the child, of developing his unfolding intelligence, and of forming his soul in habits of virtue.

It may be pertinent here to suggest that the work of doctrinal instruction and the preparation of the children for the Sacraments should not be left solely to the teachers of the parish schools. This suggestion is in no way a reflection upon the efficiency of the teachers in the teaching of the Catechism. Those who observe the daily life of our parish schools know how conscientiously and efficiently this duty of religious instruction is discharged by the teachers. Nevertheless, whilst all credit may be given to their labors in this respect, it remains true that the full fruits of doctrinal instruction are not gathered by the children unless the work of the teacher is supplemented by that of the priest. Not only do the children suffer from the absence of this influence which only the priest, the duly constituted minister of teaching Divine truth, diffuses, but the priest himself experiences a loss which he cannot afford to suffer. The putting aside the office of doctrinal instruction entails the loss of that intimate and personal relation which should exist between the priest and the children of a parish, and gradually brings about the atrophy of the power to give instruction, for the power of presenting truth and of training children to virtue, like any other power, dies from the want of exercise in it.

CLASS INSTRUCTIONS ON CONFIRMATION.

From Outline Studies Recommended to Catholic Teachers by Cardinal Vaughan.—The Points in the Explanation are Numbered to Facilitate Questioning.

(Continued from our last number.)

Inward Grace.—71. The inward grace of the sacrament of Confirmation is the strength to profess our faith in time of trial. (For Inward Grace of a Sacrament in general, see Appendix, Communion Book, Part I.)

Divine Institution.—72. The Holy Ghost was promised by our Lord at the Last Supper. 73. "It is expedient to you that I go: for if I go not the Paraclete will not come to you: but if I go, I will send Him to you." 74. (St. John xvi. 7).

75. The exact time of the institution of Confirmation is not known. 76. Most writers think it was after the Resurrection when, as St. Luke tells us, our Lord was "for forty days appearing to His apostles, and speaking of the kingdom of God." 77. (Acts i. 3.) 78. Others think it was instituted on the day of the Ascension; 79, from those words of our Lord to His apostles, spoken on Ascension day: "And I send the promise of My Father upon you: but stay you in the city till you be endued with power from on high" 80. (St. Luke xxiv. 49).

81. The Apostles received the Holy Ghost on the feast of Pentecost; 82, so that on Whitsunday the first Confirmation took place. 83. "There appeared to them parted tongues as it were of fire: and it sat upon every one of them: and they were all filled with the Holy Ghost" (Acts ii. 3, 4). 84. The room, in which the apostles were together, is thought to have been the cenacle, or upper chamber, where our Lord at the Last Supper. 85. The coming of the Holy Ghost was announced to them—the house shook with a mighty wind from heaven. 86. After the descent of the Holy Ghost the apostles could speak with divers tongues—that is, they could speak in many different languages. 87. This power was given them to help them to spread the Gospel, by preaching it to different nations.

88. A proof that Confirmation is one of the sacraments is found in the Acts of the Apostles. 89. St. Luke recounts that the apostles in Jerusalem, when they heard that the people from Samaria had believed and been baptized by St. Philip the deacon, sent down to them Peter and John to confirm them. 90. These two apostles, who were also bishops, having come to Samaria, first "prayed for the people, that they might receive the Holy Ghost;" 91, "then they laid their hands upon them and they received the Holy Ghost;" 92. (Acts viii. 15, 17).

93. We see from this, that St. Peter and John gave the Holy Ghost by means of the outward sign of the sacrament of Confirmation. 94. The outward and visible sign of praying over the people, and imposition of hands, produced the inward grace—namely, the coming of the Holy Ghost upon them. 95. This proves the divine institution of Confirmation; 96, for the two apostles could not have given the Holy Ghost by means of the outward sign, unless our Lord had ordained that it should have this power.

Minister.—97. The ordinary minister of the sacrament of Confirmation is a bishop. 98. Bishops have power to confirm in their own right. 99. They are the successors of the apostles, and to give confirmation is a part of their office. 100. In special cases the Pope can make over to a priest the power of administering Confirmation. 101. This is sometimes done in foreign missions, where the newly-baptized are perhaps hundreds of miles away from a bishop. 102. But, even in these cases, the oil used must have been consecrated by a bishop. 103. Before the sad change of religion in England, the confirmations were so numerous, that the English bishops had often to give the sacrament in the open air. 104. Parents, who neglected then to get their children confirmed at the proper age, were then subject to penalty for being careless of their children's souls.

Subject.—105. Any baptized person, even an infant, may be confirmed. 106. In former times a baby was baptized, and confirmed immediately after. 107. But now, except in danger of death, when sometimes little children are confirmed, it is the general custom to wait until the child has reached the use of reason. 108. The sacrament is delayed, that those who receive it, may be the better instructed and prepared for it. 109. Also that the special strength of the sacrament may be given them at a time they need it most—110, when they are growing up, and will soon have to meet and fight with the dangers around them.

11. If it is an infant who is to be confirmed, it is only necessary that it should have been baptized in order to receive the sacrament; 112, but older persons, besides being baptized, must have the intention or wish to receive it. 113. If the person were not baptized, or if he had no intention of receiving Confirmation, the sacrament would not be validly received, that is, there would be no sacrament at all. 114. It would be the sin of sacrilege for anyone to present himself before the Bishop to be confirmed

knowing that he was not baptized. 115. Parents, and others in charge, cannot be too careful in making sure of children's valid baptism. 116. If they have any cause for doubt, they can inquire from the priest of the church where the child is said to have been baptized, to see if the child's name is on the baptismal register.

117. Confirmation may sometimes be really received, and yet bring no grace to the soul; this happens when a person receives it in a state of mortal sin. 118. He commits the great sin of sacrilege when he receives it in this way; 119, but if he repents, and afterwards makes a good confession, the graces of Confirmation will come to him with the sacramental absolution of the priest. 120. So that anyone who has received Confirmation in mortal sin need not, and must not, get himself confirmed over again, for Confirmation once validly given and received may never be repeated; 121, he must make things right by a good confession.

Effects.—122. The effect of any sacrament is its work upon the soul. 123. The effects of Confirmation therefore mean the graces produced in the soul by the Sacrament of Confirmation. The effects correspond to the inward grace. (For the inward grace of Confirmation, see page 11.) 125. Confirmation has three chief effects: (1) it increases grace in our souls; (2) it strengthens us in faith; (3) it imprints on us a character.

First Effect.—126. Confirmation increases Grace. 127. Sanctifying grace first given us at baptism has always certain virtues and gifts accompanying it. 128. So that when we were baptized and received sanctifying grace, we also received the virtues of faith, hope, and charity, the moral virtues, and the gifts of the Holy Ghost. 129. Baptism was the channel, through which these virtues and gifts reached us; 130, because it first gave us sanctifying grace.

131. Confirmation increases sanctifying grace, by giving us what baptism already gave us, in a fuller degree. 132. Thus Confirmation deepens faith, hope and charity—it strengthens the moral virtues—and it increases the gifts of the Holy Ghost in us. 133. These virtues and gifts in themselves increase sanctifying grace; 134, and every time we exercise or use them, our sanctifying grace is further increased.

Faith, Hope, and Charity.—135. Faith, hope, and charity are the greatest of the virtues, 136, and they are so necessary that we cannot be saved without them. 137. These three virtues are called theological virtues; from a Greek word meaning relating to God. 138. They are virtues which have God for their object. 139. We exercise our faith by believing in God; our hope by trusting in God; our charity by loving God. 140. Very short acts of faith, hope, and charity, may be very true ones if said from the heart. 141. My God, I believe in Thee, because Thou art truth itself, is an act of faith: My God, I hope in Thee, because of Thy promises to me, in an act of hope: My God, I love Thee, because Thou art so good, in an act of charity. 142. The Holy Ghost deepens these virtues in us at our Confirmation, and we are afterwards able to make acts of them more often and better.

The Moral Virtues.—143. The moral virtues regulate our conduct; 144, that is, our actions are guided, or else checked, by the practice of these virtues. 145. There are four chief moral virtues: prudence, justice, fortitude, and temperance.

146. Prudence directs and guides the understanding. 147. It makes us act in a way to bring to a good end what we are engaged in. 148. Prudence for the soul causes us to lead good lives; 149, that we may obtain what we are trying for, namely, to reach heaven.

150. Justice regulates the will. 151. It is a virtue by which we give to every one his due. 152. We have the duties towards God, our neighbor, and ourselves; 153, and to practice justice as we ought, we must fulfill all these duties.

154. Fortitude gives us a firm mind under all kinds of troubles. 155. Our Blessed Lord showed the greatest possible fortitude in His agony in the garden, 156, for although He saw the terrible suffering before Him, He prayed to His Father, "Not my will, but Thine be done."

157. Temperance makes us moderate not only in eating and drinking, but also in using the other things of this world.

(To be continued.)

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Studies of Noted Paintings

Miss Elsie May Smith

13

AVENUE OF TREES—MEYNDERT HOBBEEMA

This picture, the full name of which is "The Avenue, Middelharnis, Holland," is a faithful and typical glimpse of the real Holland, with its pastures, waterways, its low horizons, and its wide stretches of beautiful sky. There is a village in Holland by the name of Middelharnis, one of the towns which claim to be the birth-

place of Hobbema, and there the artist probably spent much time in the midst of such scenery as he here portrays. The long avenue of straight trees with slender trunks and lopped off tops at once catches our attention. Above is the sky with its wonderful clouds, so represented that we feel the vastness of its vaulted height and width, and the majesty of its expanse and beauty. Upon this marvelous sky and the dark masses of the tree-tops that seem to

pierce it, our eyes are fastened as we realize the sense of height which the artist has succeeded in making us feel. The avenue leads on to the village, where the church tower on the left is the most conspicuous object. The roofs of the distant village add an attractive and suggestive touch to the picture. We wonder what lies beyond and beneath them. A picturesque house with its own cluster of trees stands on the right of the roadside just beyond where a branch of the road turns off to the right. Here, too, a group of beautiful trees on the extreme edge of the picture display their foliage tossed by the wind in the most bewitching manner. In front of them and to the right of the avenue we see a man working in his garden, in which are placed a number of young stripplings with lopped off tops, arranged in regular rows, and giving the artist another opportunity to indulge his fondness for slender tree trunks. Other trees are seen to the left of the picture and a man with a dog advances along the avenue. It is a gray, clouded day which is represented here with great truthfulness and force. The composition and arrangement of the picture are quite unique, the perspective is accurate, and the clouds are especially natural and beautiful. The original, which is in the National Gallery, London, is gray and neutral in coloring. It is painted on canvas which measures three feet four and one-half inches in height by four feet seven and one-half inches in width. The date upon it, 16-9, is read by some critics, 1689, which would make this one of the latest of the artist's signed pictures. It is considered one of the finest of his works,—an almost perfect picture.

QUESTIONS FOR STUDY

This picture is a scene in what country?
What are the most striking things in the picture?
What do you see on either side of the avenue?
Describe these trees. Are they tall or short, slender or thick?

What kind of tops have they? Are they graceful and pretty?

What kind of a sky do you see in this picture?

Are these clouds natural looking?

Is the sky an important feature of the whole picture?

Does the picture make you feel the height of these trees and of the over-arching sky?

To what does the avenue lead?

What do you see in the distant village?

What stands on the right of the avenue?

What do you see besides the house?

Do these trees lead you to think that the wind is blowing? Why?

Where is there a fork in the road?

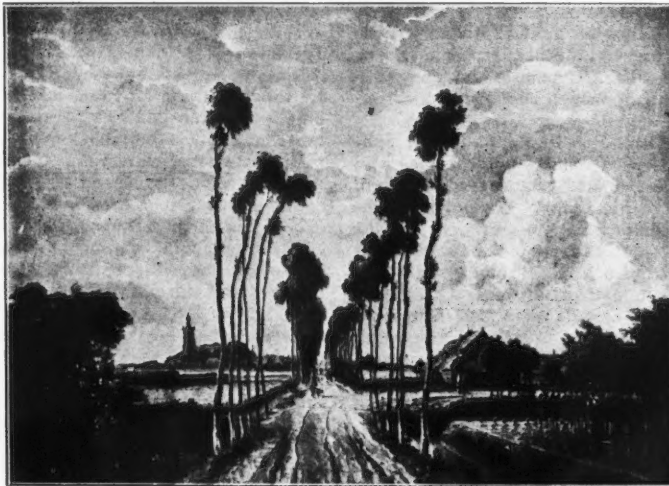
What do you see in the right foreground of the picture?

What do you think this man is doing?

What can you see approaching along the avenue?

What kind of a day does the artist represent here?

Do you think he has represented it



Avenue of Trees—Hobbema

well?

Do you like the arrangement of this picture?

Would you rather be looking down the avenue as here, or looking crosswise to it?

Which makes a more attractive picture? Which is more difficult to paint?

Do you think this is an attractive picture? Why?

If it is a true Holland landscape, would you like to visit Holland?

Do you think its scenery would be interesting, judging from this picture?

THE ARTIST

Meyndert Hobbema, the greatest of the Dutch landscape painters after Ruysdael, was, like him, neglected during his lifetime and died in poverty. The date of his birth is probably correctly placed as 1638. Half a dozen cities claim to be his birthplace. Amsterdam is probably the correct one, although the city of Haarlem, the town of Koeverden, and the village of Middelharnis each claim the distinction. The details known regarding his life are few and scanty. He is said to have studied under Salomon van Ruysdael, though by others he is believed to have been the pupil of the greater Jacob van Ruysdael, nephew of the former. He certainly enjoyed the friendship and advice of the latter, whose junior he was by a few years, and, as might be expected, there is a certain similarity between his works and those of his great contemporary. Hobbema is known to have resided at Amsterdam and to have been married there in 1668 to Eeltje Vinck, to which event his friend Jacob and the bride's brother were witnesses. Hobbema at that time recorded his age as thirty. Four children were born of this marriage. Because his work was so little appreciated during his lifetime, Hobbema lived in poverty and obscurity. His last lodging was in the Roosgraft, the street in which Rembrandt had spent his last

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days. Hobbema's wife died in 1704 and was buried in the pauper section of a cemetery at Amsterdam. Hobbema himself died in the Roosgraft five years later and had no more pretentious burial than his wife. In this street Rembrandt had died just as poor forty years before.

Until as late as 1860 Hobbema waited in vain for a just appreciation of his work. At that time the best of his works was not valued at much more than thirty dollars, and often his signature was effaced from pictures, and the names of better known artists such as Ruysdael were substituted in its place. Now, however, his canvases are highly valued, being worth almost their weight in gold. The English first recognized Hobbema's great merit and he has become the most popular Dutch painter in England; nine-tenths of his works are to be found there. It cannot be doubted that there he has had a great influence upon other English artists, and, through them, upon French painters of the Fontainebleau-Barbizon group, to which such famous artists as Jacque and Millet belonged.

Scenes in his native land attracted him. Such subjects as quiet woodlands, water-mills with bushes and pools, with here and there a small figure,—all of them distinctly Dutch,—were to his liking. He did not subordinate everything in a picture to one sentiment or idea as well as Ruysdael did and had no pronounced sentiment of his own aside from a love for quiet, sunlit nature. He was fond of symmetrical arrangement and in all his larger compositions reveals a studied formality, but his smaller pictures are as unconventional as though he had cut off a piece of nature with a window frame and painted it just as it stood. Skies and clouds he could paint as well as Ruysdael, and in all details he was true to nature.

He was fond of sunlight falling upon water-mills and

the tops of trees and bushes, and also of the flashing water of pools and lakes. In his coloring, grays, olive greens, and browns predominate, although at times he strikes into livelier hues. Although wanting in Ruysdael's depth and reserved force he was far truer to the locality, better in color and in every way a more versatile painter. He was a real student of what he saw in Holland. He was patient in his work beyond all conception and it is doubtful if anyone ever so completely mastered the still life of woods and hedges, mills and pools. The same spot would furnish him with several pictures and one mill would give him repeated opportunity to charm the eyes of those who revel in his pictures. And yet "this was the man who lived penuriously, died poor, and left no trace in the artistic annals of his country!" Some of his works are: "Showery Weather," "Ruins at Brederode Castle," "Village with Water-Mills," "Forest Scene," "Woody Landscape," "Castle in Rocky Landscape," several landscapes in the National Gallery, London, in Buckingham Palace, London, and other galleries. Seven of his pictures are in the National Gallery in London, fine ones may be seen in the Antwerp Gallery in Antwerp, the Berlin Gallery, the Louvre in Paris, and the Belvedere Gallery in Vienna. He is also represented by pictures in New York City. His most frequent scenes are villages surrounded by trees, with winding pathways leading from house to house. A water-mill occasionally is a prominent feature, as before intimated. Often, too, he represents a slightly uneven country, diversified by groups or rows of trees, wheat-fields, meadows, and small pools. Sometimes he gives a view of part of a town, with its gates, canals, and quays with houses, still more rarely the ruins of an old castle, with an extensive view of flat country (pictures like the subject of our study) or some stately residence.

April Busy Work Based on Nature Study

Miss M. E. Richards, San Jose, Cal.

THE STORY—THE RAINDROPS

Far out in the deep blue ocean, down among the rocks and the shining sands, lived some little roly-poly water drops. Such fun they had tumbling about among the glistening shells on the ocean's bed; such rides they took sitting on the backs of the fishes that darted here and there, or clinging to the pretty streamers of sea-

"Come up," she called, "come up in the air with me! It is bright and warm up here. Come up on my sunny beams!"

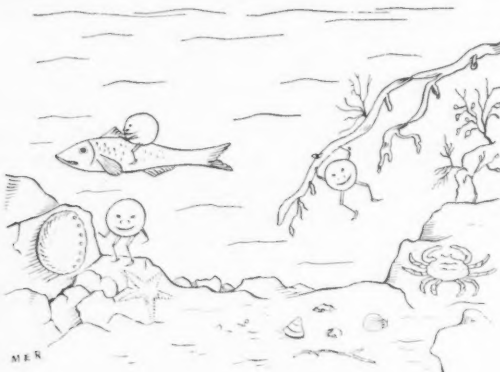


Fig. I.

weed that floated about in the clear waters.

Sometimes they rose to the surface and looked up at the sky or watched the stately ships that rode over the deep. One day as several of the little water-drop brothers were riding on the crest of a wave in the warm sunlight, a beautiful sunshine fairy appeared in the air just above them. She was dressed in shimmering robes of light, and many floating shiny beams trailed from her garments down to where the little water-drops were.

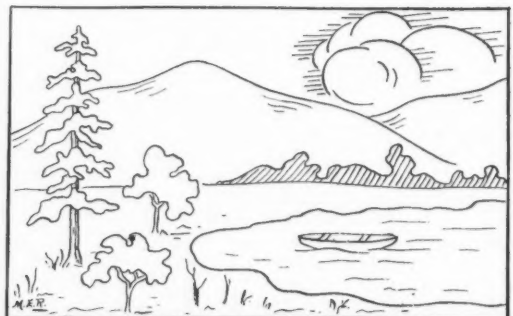
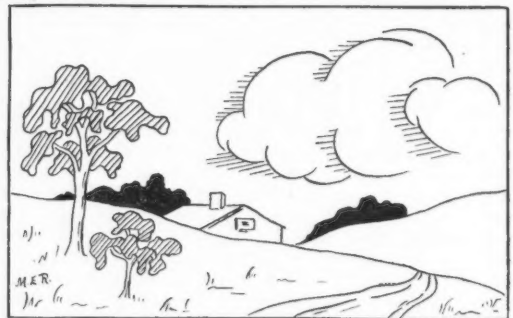
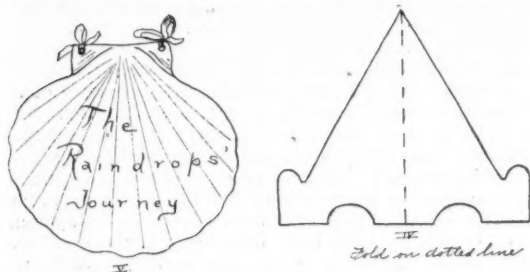


Fig. III.

"Let's go," said one.

"All right, let's go," said the others. So they grasped the shining sun-beams and rose up into the air so lightly they hardly realized that they were leaving their watery home.

Up, up they went until they were far up among the clouds, where they found many other little drops like



themselves. As the wind gently wafted the clouds about, it was very pleasant to go sailing over the mountain-tops and look down upon the wonderful things upon the earth.

One day there came a strong cold wind, which drove the clouds swiftly across the sky, and sent shivers through the little drops who crowded close together to keep warm. Another gust of wind colder than the first dashed against them, and many of the little water-drops fell out of the cloud.

As they were tumbling down to the earth, the wind sent them whirling in different directions so that some



fell on the thirsty plants in the fields, then sank into the soil; others cleared the air and settled the dust on the city streets, while the rest fell into the brook and were carried right back to their ocean home.

BUSY WORK BASED ON THE STORY

The story of the Rain-drops was the basis for much interesting seat work. The children delighted in drawing pictures of the ocean home as in Fig. I, and landscapes similar to Fig. II and III, showing the scenes they looked down upon from the clouds.

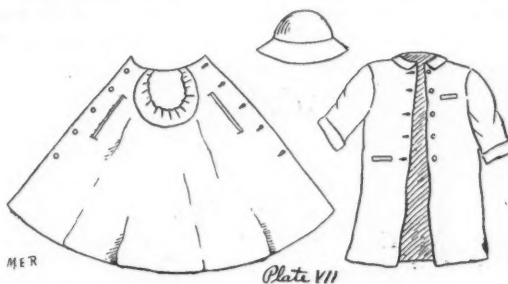
Sketches in pencil, crayon, or water color of real or imaginary scenes were mounted on construction paper and placed on easels also made of stiff construction

paper according to Fig. IV. Other pictures were made by cutting out the various forms such as trees, houses, etc., of paper, and pasting on to the back-ground, which may be blue for sky, brown or green for land. White paper clouds pasted on a sky-blue back-ground are a delight to primary children.

Sand maps showing in relief some of the scenes pictured were made by the geography class.

Fishes and shells were modeled in clay and were also cut from paper and mounted on a gray-green back-ground to represent the sea water, with brown rocks below.

A pretty booklet was cut in the shape of a sea-shell



(Fig. V.) and in it the children copied the following sentences:

1. The water-drops were in the ocean.
2. They were taken up by the sunshine.
3. They sailed about in the clouds.
4. A cold wind came.
5. It sent them down to earth.

These were carefully illustrated.

The little folks greatly enjoyed cutting out-of paper the things needed for a rainy day (Plate 6 and 7), and then they sang the following song to the tune of "Here We Go 'Round the Mulberry Bush."

1. This is the way the wind doth blow, the wind doth blow, the wind doth blow, on a stormy winter morning.
2. This is the way the rain comes down, the rain comes down, etc.
3. This is the way the branches toss, the branches toss, etc.
4. This is the way we go to school, we go to school, etc.

Gestures—

1. Wave arms.
2. Tap with fingers.
3. Wave arms.
4. Hold up imaginary umbrellas. Pretend to step over puddles.



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Authors Your Pupils Should Know

Miss Elsie May Smith

JOHN JAMES AUDUBON

No name is more intimately connected with the study of birds than that of Audubon. No man ever did more to bring them to the attention of nature lovers or so depicted with unceasing enthusiasm and love their appearance, habits, and modes of living. As some one has said: "For sixty years or more he followed, with more than religious devotion, a beautiful and elevated pursuit, enlarging its boundaries by his discoveries, and illustrating its objects by his art. In all climates and in all



John James Audubon

weathers; scorched by burning suns, drenched by piercing rains, frozen by the fiercest colds; now diving fearlessly into the densest forest, now wandering alone over the most savage regions, in perils, in difficulties, and in doubts; with no companion to cheer his way, far from the smiles and applause of society; listening only to the sweet music of birds, or to the sweeter music of his own thoughts, he faithfully kept his path. The records of man's life contain few nobler examples of strength of purpose and indefatigable energy. . . . He has enlarged and enriched the domains of a pleasing and useful science; he has revealed to us the existence of many species of birds before unknown; he has given us more accurate information of the forms and habits of those that were known; he has corrected the blunders of his predecessors; and he has imparted to the study of natural history the grace and fascination of romance."

The name Audubon is French in origin and is extremely rare. In America it is confined to the family of the naturalist, and in France is found only among his ancestry. His grandfather, John Audubon, was a poor French fisherman who raised a family of twenty-one children, all girls with the exception of two, one of whom (the twentieth born) was the father of the naturalist. He, with the restless spirit of his times, left home when twelve years of age, to seek his fortune. Going to Nantes, he joined the captain of a fishing vessel bound to America, continued at sea, and by the age of seven-

teen was rated an able-bodied seaman. "At twenty-one he commanded a vessel, and at twenty-five he was owner and captain of a small craft. Purchasing other vessels, the enterprising adventurer sailed with his little fleet to the West Indies. He reached St. Domingo, and there fortune dawned upon him. After a few more voyages he purchased a small estate. The prosperity of St. Domingo, already French, so influenced the mariner's interests that in ten years he realized a considerable fortune. Obtaining an appointment from the Governor of St. Domingo, he returned to France, and in his official capacity became intimate with influential men connected with the government of the First Empire." An appointment in the Imperial navy followed and the command of a small vessel of war. His sympathy with the changes brought about by the French revolution, and his intense worship of Napoleon undoubtedly contributed to his success. While living in the West Indies he frequently visited North America and with shrewd foresight purchased land in the French colony of Louisiana, in Virginia, and in Pennsylvania. While on one of his American visits he met and married in Louisiana a lady of Spanish extraction, named Anne Moynette, who possessed both wealth and beauty. Three sons and one daughter, the youngest son being John James who became the naturalist, were born of this union. When her famous son was but a few years old, Madame Audubon miserably perished in the island of St. Domingo during a revolt of the negro population.

Returning to France with his family, the elder Audubon again married, left his son John James in the care of his second wife, and returned to the United States. During a visit to Pennsylvania he purchased the farm of Mill Grove on the Perkiomen Creek, near the Schuylkill Falls, which was afterwards to figure so largely in the young manhood of his celebrated son. Returning again to France, he settled upon a beautiful estate which he had purchased, situated upon the Loire, nine miles from Nantes, and there he died in 1818, at the advanced age of ninety-five, regretted because of the simplicity of his manners and his perfect honesty. His manners were very polished and his natural gifts improved by self-education. His remarkable career, beginning when, as the twentieth son of a poor fisherman, he set out to seek his own fortune, and continuing through years of intercourse with influential men, connected with the French government, during which he attained affluence and the respect of associates, marks him as a man whose hereditary gifts to his son were of no slight importance.

John James Audubon was born on his father's plantation, near New Orleans, Louisiana, May 4, 1780, and his earliest memories were of lying among the flowers of that fertile state, the orange trees overhead, while he watched the movements of the mocking-bird, "the king of song," always dear to him from many associations. Even at a very early age the bent of his future studies was foreshadowed by many striking traits. While but a child he left Louisiana and went to St. Domingo, where he lived for a short period before going to France to commence his education. His earliest life in France was spent in the family home in the city of Nantes, where he was very happy, indeed. His stepmother, having no children of her own, humored him in every whim, and indulged him like the fondest of mothers.

Audubon's father, realizing the value of an education, determined that his son should not lack advantages in that direction. Intending the boy for the navy, he decided that he should study mathematics, drawing, geography, fencing and music. Audubon had a first rate music teacher who taught him to play well upon the violin, flute, flageolet and guitar. His drawing-master was David, who gave him his earliest lessons in tracing objects of natural history. Audubon was also proficient

in dancing, which, however, in future years he had more chances of practicing among bears than among men. Much of his early instruction was under the practical guidance of his mother, and permitted him to indulge his nest-hunting propensities. He made frequent excursions into the country from which he would return loaded with objects of natural history, birds' nests, birds' eggs, specimens of moss, curious stones, and other objects that attracted him. When his father returned from sea he was astonished at the large collection he had made, complimented him on his good taste, and inquired about his progress in his other studies. When no satisfactory answer was given, he turned his attention to his daughter, who had successfully cultivated her music. The next day father and son started for Rochefort, where the former held an appointment. During the journey of four days no unnecessary word was interchanged. Reaching his official residence, the father explained that he would superintend his son's education, gave him one day in which to view the ships and the fortifications, and then started him upon a severe course of study. More than a year was given to the close study of mathematics. Rambles after objects of natural history and the collection of more specimens continued, and Audubon began to draw sketches of French birds, an employment which he pursued with such industry that he soon had completed two hundred specimens.

As he seemed to care little for his regular studies, and did not fancy the career which his father had intended for him, he was sent to America to superintend the Pennsylvania estate at Mill Grove when somewhat over seventeen years of age. After an uneventful voyage and an attack of yellow-fever in New York, he was at length established as his own master on the Mill Grove estate. This pleased him very much. The mill on the property was a daily source of enjoyment, while he delighted in the repose of the quiet mill dam where the pewees built their nests. Here he could indulge in all the pleasures he so enjoyed, hunting, fishing, riding on horseback, raising fowls of every kind, which was one of his hobbies, and employing his brush and pencil to depict the birds whom he so devotedly loved.

Audubon tells in simple language of his meeting with Lucy Bakewell, who was destined to become his wife. William Bakewell, an English gentleman, lived at Fatland Ford, an estate within sight of Mill Grove and separated from it only by a road, but Audubon had avoided the family because they were English, a nationality that he affected to dislike. The very name of Englishman was very distasteful to him, he says, and he did not return his neighbor's call, but one day accidentally met Mr. Bakewell while out hunting. The discovery of kindred tastes made Audubon change his mind. In his own words: "I was struck with the kind politeness of his manners, and found him a most expert marksman, and entered into conversation. I admired the beauty of his well-trained dogs, and finally promised to call upon him and his family. Well do I recollect the morning, and may it please God may I never forget it, when, for the first time I entered the Bakewell household. It happened that Mr. Bakewell was from home. I was shown into a parlor, where only one young lady was snugly seated at work, with her back turned towards the fire. She arose on my entrance, offered me a seat, and assured me of the gratification her father would feel on his return, which, she added with a smile, would be in a few minutes. . . . Talking and working, the young lady made the time pass pleasantly enough, and to me especially so. It was she, my dear Lucy Bakewell, who afterwards became my wife and the mother of my children." The acquaintance thus begun rapidly grew. Lucy taught English to Audubon, and received drawing lessons in return. The marriage which eventually resulted was of no common interest to those who appreciate the labors of Audubon, for his wife was of inestimable value to him in his work. She thoroughly appreciated him and was always willing to sacrifice her

personal comfort to further his great schemes. Audubon was in the habit of sharing his thoughts and aspirations with her; and, when they were old enough, with his children. It cannot be doubted that without the co-operation, understanding, and sympathy of his wife, Audubon would not have been able to devote his time so advantageously and so exclusively to his great pursuit. There were times when Mrs. Audubon even supported herself and the children that he might work uninterruptedly.

At Mill Grove Audubon reflected over his idea of a great work on American birds until the thought took some shape in his mind. He planned an "Ornithological Biography," which should include an account of the habits and a description of the birds of America. With singleness of purpose and unwavering perseverance, through all kinds of trials, he remained true to his ideal until the work was accomplished. He desired to represent, with the aid of pencil and paint, the form, plumage, attitude, and characteristic marks of his bird friends. He tried to produce life-like pictures and often did with wonderful success. Thus he continued to draw year after year that marvelous collection of feathered specimens that was at length published under the title of "The Birds of America" and with the accompanying "Ornithological Biography" constituted his great life work and established his fame.

After his marriage to Miss Bakewell which took place on the eighth of April, 1808, Audubon tried to engage in mercantile business, first at Louisville, Ky., then at Hendersonville, farther down the Ohio river, then at St. Genevieve on the Mississippi, and again at Hendersonville. These ventures met with indifferent success, as Audubon was never a business man.

Once when he was preparing to go from Hendersonville to Philadelphia, he placed his precious drawings in a box, and entrusted them to the care of a relative until his return. The box contained nearly a thousand colored drawings. What befell them was surely a test of moral fibre and shows the persistency which was such a marked trait of Audubon's character. When he returned after several months he inquired for his box and his treasure, as he loved to regard his drawings. The box was produced and opened. Imagine his feelings when he found that a pair of Norway rats had taken possession and reared a young family among the gnawed bits of paper which a few months before had represented so many inhabitants of the air. Audubon tells us that the burning heat which now rushed through his brain was too great to be endured without affecting his whole nervous system. He did not sleep for several nights. His days passed like oblivion until, he says, his animal powers were recalled to action through the strength of his constitution, when he took up his gun, his note book and pencils and went forth to the woods as gaily as if nothing had happened. He now felt pleased that he might make better drawings than before. During the next three years his portfolio was again filled. He made a trip to New Orleans in order that he might add to his collection the many new varieties of birds that he felt sure must exist in the swamps and cane-brakes of the south,—the land ever dear to him as his birthplace.

Reaching New Orleans in the winter of 1820-21, he spent a year in rambling about the country and drawing the birds that he found, meanwhile supporting himself by drawing portraits. The next year his family joined him, and he and his wife filled positions as tutors both at New Orleans and Natchez. Audubon also took lessons in painting in oils, receiving his instruction from a traveling painter named John Stein. In January, 1823, the family were forced to separate for a time in order to increase their financial resources. Mrs. Audubon with her younger son, John, went to live on the plantation of a Mrs. Percy at Bayou Sara, determined that her husband should have a chance to go to Europe to complete his

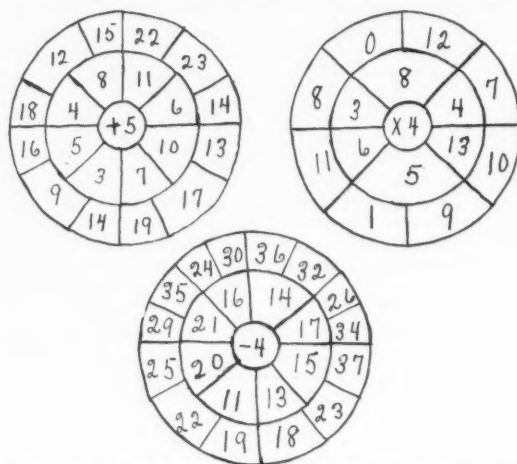
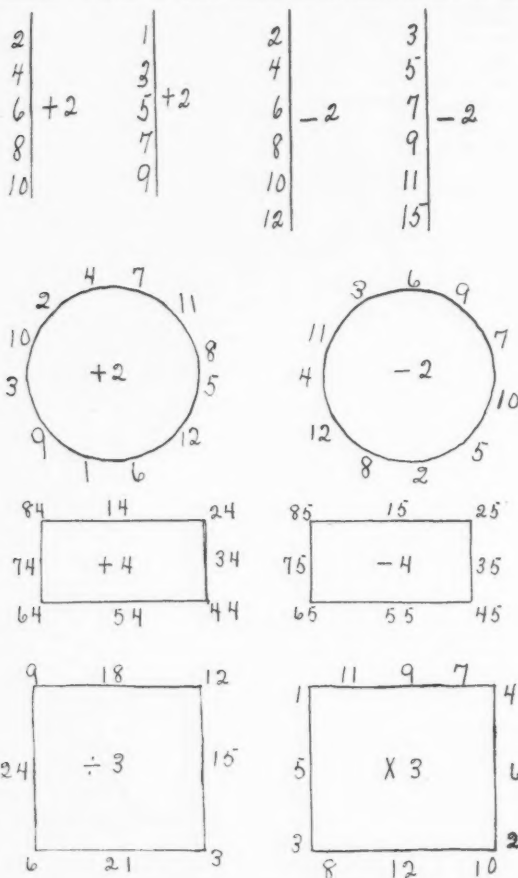
(Continued on page 28)

Devices for Drill in Arithmetic

Alice L. P., Wisconsin

The accompanying devices for drill in the fundamentals of arithmetic have been used with success in my school. I wish to pass them on to the readers of the

School Journal. They afford an easy plan for giving the pupils plenty of seat work as well as class drill. The number diagrams may be drawn on the blackboard for class and seat work. The problems may be greatly varied by simply changing the pivotal figure which is to be used in a calculation as indicated by the sign with



every number in the diagram. Drill exercises presented in this form will often have much greater interest for the pupil than when given in the ordinary way. Like any good device, they should be used with discretion and not to excess.

Now the sun shines warm and under our feet
They nod and smile though branches are bare,
So daintily hued and faintly sweet,
What blossoms of summer are half so fair.

And the sweet, old sermon is preached again
Of life from death to the doubter's need,
Of rest after struggle and grief and pain;
The text, "The Lord is risen, indeed."

April Nature Study

TAKING THE BIRD CENSUS

Sarah V. Prueser, Defiance, Ohio

There are people in this world who do things for the mere love of doing; for the pleasure they get from knowing the work has been done is sufficient reward and compensation. It is these people who are engaged in creating such an environment that man and child, beast and bird may live as "one family here." To this class of persons belong the census-takers of the birds, self-appointed men, women and children who take it upon themselves to determine the increase or decrease of the avian population.

They choose their own time and district. Their work is to determine the number of birds in a certain district by actual count. In order to do this accurately, the counts must be made both in the spring and fall. There are a number of them at work now, taking the bird census in order to determine the number of new nests built this year and the total number of living birds in the districts worked.

The birds are classified as permanent residents, seasonal, or merely transient visitors. All birds reported belong to one of these classes. To illustrate: Latitude

41 degrees north, nuthatches, titmice, chickadees, cardinals, hairy woodpeckers and bluejays are permanent residents, remaining throughout the year. Tanagers, bobolinks, orioles, wrens, warblers and bluebirds are seasonal residents, or summer residents as some wish to call them; they remain only through the summer season, while tree sparrows and juncos are winter residents in this latitude, and kinglets, redpolls and crossbills are transient visitors.

The only qualifications requisite to become an enumerator of birds are: the person must see and hear well, tell the truth, not indulging in mere speculation; he must know to what families and resident class the birds belong, where they build their nests, and the trees in which they build. He is to make semi-annual reports of actual counts of nests built and young birds raised in the district during the season.

A notebook and a pencil is all the outfit required. This little company of silent workers is very small. That others may become interested in the work of taking the bird census, I am submitting a report from one of them:

Longitude 84 W. Latitude 41 N. State of Ohio. Sec. 3. Range 4. Township 4. County of Defiance. Burr

Woodland (twenty acres). Report Showing Bird Population, 1911.

BIRDS	NESTS				BIRDS	
	New	Old	Total	Young	Old	Total
Hairbirds	5	7	12	16	10	26
Song Sparrows	3	6	9	10	6	16
Field Sparrows	2	2	4	6	4	10
Towhee Buntings	1	0	1	3	2	5
Yellow Warblers	1	0	1	4	2	6
Brown Thrashers	2	1	3	8	4	12
Cardinal Grosbeak	1	0	1	3	2	5
Total	15	16	31	50	30	80

Of the number of birds that actually live in this twenty-acre woodland, there are on the average about five to an acre of woods, including those that had built nests near the edge of the woodland. All the nests were built in hawthorns, which form three separate thickets in the woodland where the larger timber had been cut away. Brown thrashers have long shown a preference for hawthorns, but the absence of nests in other trees and bushes proves that other birds also show a preference for these thorny trees and shrubs. The Burr woodland being rich in hawthorns made it an excellent retreat for birds. Six varieties of hawthorns are growing in it, among which the most common varieties are *Crataegus Crus Salli*, *C. tomentosa*, *C. parfolia*, and *C. margaretta*. These hawthorns or white thorns furnish excellent nesting places for birds. In the springtime, they are encircled by belts of foliage which completely obscure the nests. Their long, stout spines on twigs and branches make protection secure by keeping out most bird enemies, and since the leaves remain on till September, it is possible for the birds to raise several broods in them and yet have the necessary seclusion.



A Cowbird's Egg in a Field Sparrow's Nest

The network of gray spines and branches is so similar in color to the materials of which most nests are built, especially the thrashers, cardinal's, and catbird's nests, that it is difficult to discern the nest from the netted mass of twigs and dry leaves in the hawthorn. In autumn, the fruit of the *Crataegus mollis* is a palatable



A Robin's Nest in Elm Tree



Young Thrashers on third day after hatching

food for the broods of young birds that have been reared in it. Every farm should have a large number of hawthornes growing in the fence rows of its fields and meadows, as nesting places for birds. In many places, there are but 10 to 15 insect-eating birds to an acre. With the balance of nature so badly disturbed, is it any wonder that the insects are devouring our crops and killing our orchards?

The following is a report of a census-taker working in Shawnee Glen, Ohio, giving name of bird, number of nests and location of same:

Robins, 32 nests, location: maple 10, oak 4, locust 2, hawthorns 3, poplar 2, elm 1, pear 2, other places 8.
 Hairbirds, 4 nests: vines 2, hawthorns 2.
 Wrens, 4 nests: pear 1, other places 3.
 Orioles, 2 nests: elms 2.
 Yellow Warblers, 4 nests: elm 1, horse chestnut 1, vines 2.
 Meadowlarks, 6 nests: on the ground in meadows.
 Bank swallows, 3 nests: in bank of river.
 Cardinal, 1 nest: hawthorn bush.
 Mourning dove, 1 nest: white pine, 1.
 Gold Finch, 1 nest: hawthorn, 1.

Catbird, 2 nests: hawthorn, 2.
 Thrashers, 3 nests: hawthorn, 3.
 Warbling Vireo, 1 nest: elm, 1.
 Yellow Hammer, 1 nest: oak, 1.
 Song Sparrows, 5 nests: on the ground.
 Field Sparrows, 3 nests: on the ground.
 Phoebes, 2 nests: under porch roofs.

Total number of nests, 75, located as follows: 12 in hawthorns, 10 in maples, 4 in elms, 4 in oaks, 45 in other places and trees.

Total number of eggs laid, 249.

Approximate number of young birds living in Shawnee Glen, June 1, 180. Causes of death of young birds: Two wren's nests destroyed by cats. Three song sparrows' nests invaded by cowbirds; five yellow warblers starved to death because of the imposition of cowbirds.

Two robins' nests invaded by owls.

May 27 a heavy rain storm loosened many robins' nests from their anchorings; the next morning the nests lay beneath the trees, the young birds drowned.

Seventy-seven different species of birds were identified in Shawnee Glen, but some of them nested outside the district in which the observations were made.

Spring-time is Coming.

F. F. C.

Moderately fast.

CHURCHILL—GRINDELL,

Authors and Publishers of Riley and Stevenson Song Book.

Oh, spring-time is com-ing, we know, When tu-lips and vi-o-lets grow; And pan-sies and lil-ies and

daf-fa-down-dil-lies Will nod their wee heads to and fro;... The rob-in and blue-bird and wren Will

join in the sweet re-frain, And bright lit-tle flow-ers will wel-come the show'rs, And

we will be hap-py a-gain. For spring-time is com-ing, we know; Good-by to the frost and the

snow; For we love to play on a sun-shin-y day, Where tu-lips and vi-o-lets grow.

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Geography: Wheat Raising—A Type Study of an American Industry

William S. Gray, Principal of Training School, Illinois State Normal University, Normal, Illinois

In the article on geography which appeared in the School Journal in February the presentation of the continent of North America as a whole was discussed at some length. In the following article it was proposed that the study of specific regions be by type studies of some of our great industries. A general discussion of type studies followed this statement in which an attempt was made to set forth some of the more important points to be considered in the presentation of such topics. In this article it is proposed to apply the general directions concerning type studies to the industry of wheat raising in a definite, specific way. Since the facts and details of the wheat raising industry are presented so well in many of our text books and geographical readers, the method rather than the subject matter will receive chief consideration in the discussion of this great topic.

To introduce the study of the wheat raising industry and to stimulate keen interest in the work the first lesson may well be devoted to problem setting and the dictation of directions. What is the principal article of food found on our tables each meal? To what extent do we depend upon bread as a food? Suppose that the bread supply should give out some year, what serious results might follow? Upon what grains do we depend for the flour for our bread? Which of these grains is the most important to us as a flour producing cereal? This being the case which of these grains would you prefer to study first? What are some of the things which we shall wish to learn in regard to the wheat raising industry? Several minutes should now be spent in listing the various topics suggested by the pupils and arranging them in the order in which they should be studied. Omitted topics may be suggested by the teacher and included in the outline.

The next problem to raise with the pupils is, what are some of the materials which we shall need in order to make this study the most interesting and effective? Some pupil may suggest that samples of wheat are needed to study the different varieties of seed wheat. Assign to two or three boys the work of securing samples of the different varieties of wheat grown in the locality and in distant places. Another pupil may suggest that samples of wheat products should be secured for study. Assign to two or three other boys the work of arranging an exhibit. Give them directions as to securing products from the miller, and as to bottling, labeling and arranging the exhibit. The girls may search for pictures pertaining to all phases of the industry. These should be mounted and prepared for class use. Encourage the bringing of large pictures which may be studied by the whole class at the same time, rather than the bringing of small pictures which must be used by only one or two at a time. By the means just suggested everyone will be given something to do and each individual of the class may be made to feel a real, live interest in the industry to be studied.

Following these general directions an excursion should be taken by the class to gain first-hand knowledge concerning various phases of this industry. This excursion may be taken at any time of the year, altho the most effective results are secured when it is taken about wheat sowing time. For the class in a rural school a walk down the road to a nearby field at noon will suffice. For a class of city boys and girls nothing more valuable could be suggested than a Friday afternoon or Saturday trip to the country. The arrangements and details of such a trip must vary according to conditions

in the different schools. It seems advisable that the services of some farmer should be secured to help in instructing the boys and girls.

When the pupils, whether city or rural, are once on the farm they should study the slope of the land, the character of the soil and the size of the field. If the seed-bed is being prepared the pupils should notice the step required to prepare a good seed-bed, and they should study the character of the implements, and the work of the men and the horses. The farmer might be asked to explain the reasons for preparing the seed bed in this particular way, the advantages and disadvantages of the different implements used and the changes which have come about in farming during his experience. The pupils should learn that the wheat sprouts and comes up in the fall, to be buried under the snows during the winter, to finally sprout forth again in the spring and develop to maturity about the first of July. The farmer should show the pupils the implements used in harvesting the grain. A threshing machine scene should be described and the wheat bins inspected. Perhaps the farmer's wife might be willing to tell of her part in this great business of wheat growing. The result of such a trip, if properly conducted, is that the pupils return to the class room with a vast fund of first-hand knowledge upon which most of the future work may be based.

Whether the class is composed of city or rural pupils certain facts should be worked out and remembered upon the return of the class to the school room. The knowledge which the pupils gained on the trip, the actual experience of the pupils at other times, the contributions of patrons and the effective use of geographical readers pictures and models should be of great help in this work. Some of the facts to be worked out and remembered are as follows: The best conditions for wheat are a mean annual temperature of between forty and sixty degrees, and annual rainfall of from twenty to forty inches, a slope suitable to drain the land sufficiently and a soil made up principally of a rich, deep loam. The pupils should know the name and recognize at sight the kinds of wheat sown in the neighborhood. They should be able to describe the preparation of the seed-bed, the drilling of the wheat, the growth and development of the grain, the harvesting and the threshing. Likewise, the implements and machines used in these processes should be understood and described. New and old ways of doing things should be compared in which the superiority of the new ways is clearly set forth. The products of the threshing machine, grain, chaff, straw, should be studied from the standpoint of their value to the farmer.

The question may now be raised, What is done with the grain after it leaves the field? The pupils should learn that farmers provide temporary or permanent granaries for the storage of the grain until they are ready to haul it to market, or that they deliver the grain immediately from the machine to the nearest mill or elevator. Boys in the country may describe an elevator, and relate their experience while helping to deliver grain there at some time. City children should accompany the teacher to an elevator down town to note its appearance, building material, mechanism and capacity. The factors helping to determine the location of these elevators should be clearly brought out. While at the elevator the pupils should inquire as to where the grain is shipped, the reasons for shipping it to such a place, or places, the means employed in transportation,

the route over which the grain is shipped, and the disposition of the grain at its destination. All these points should be so developed and summarized in class that the pupils have a clear idea of all phases of the local wheat raising industry.

Having completed the study of the industry in the immediate vicinity a wider view should be obtained. Review the best conditions for wheat raising. Perhaps some pupil will suggest first that the annual rainfall should be from twenty to forty inches. With the rainfall map of America before the pupils, which was prepared in the general study of the continent, direct them to determine the location of those portions of the continent which have the adequate amount of rainfall. What is the mean annual temperature required for profitable wheat raising? Direct the pupils to turn to the temperature map and determine the location of those portions of the continent having a mean annual temperature of from forty to sixty degrees. Compare the areas having the proper temperature and rainfall. Select for further consideration those regions only which have both adequate rainfall and temperature. What additional conditions are required for successful wheat growing? Have the pupils turn to the surface feature map and the drainage map to determine which portions of the area now under consideration have the proper drainage. It should be noted that in general this land slopes to the south. The problem should be raised as to the advantage or disadvantage of such a slope. When all the conditions necessary for the best results in wheat growing have been applied the final area should be indicated.

An accurate map, showing the wheat growing regions should now be produced. If the work has been done with a fair degree of accuracy it will be found that the area selected by the pupils corresponds quite well to the area indicated on the map. Some differences must be expected. The reasons for wheat growing not being prominent in some areas having the required natural conditions may be attributed to several factors: inaccessibility to market, greater profit in other industries, various other local conditions. An outline map of the continent should now be used upon which the wheat producing areas are indicated. These areas should be learned by states and by portions of countries. When the general area has been learned it may be divided into distinct areas for specific study, such as the fall wheat area, the spring wheat area and the detached areas such as the wheat growing regions of the Pacific states.

Very little additional study should be given to the life side of those areas growing wheat drilled in the fall, since the pupils are already familiar with such conditions thru a study of wheat raising in their own locality. The difference in the size of the western farm as compared with the local farms and the resulting differences in methods of farming may be emphasized. The spring wheat belt should be studied next. Local conditions should be used constantly as the basis for comparison and interpretation. The spring wheat should be examined and compared with the winter wheat. The necessity of drilling the wheat in the spring rather than in the fall should be clearly understood. The influence of long days upon the rapid growth of the wheat should be noted. The pupils should study the size of the farms and compare them with our own. What problems present themselves to the owners of these farms that a local farmer does not have to face? The pupils should study the organization and management of one of these large farms with its bookkeepers, overseers, laborers, harvest hands, in all numbering from four to six hundred. Pictures of these farms representing harvesting and threshing scenes should be shown to the class and studied. The use and advantages of the combined harvester and thresher should be noted and the

use of steam power versus horse power emphasized. Throughout the entire study life and methods on a farm in the northwest should be constantly compared to life and methods on the local farms.

The pupils should now learn that throughout the entire wheat-growing region thousands of men are engaged after harvest in hauling the grain to local elevators similar to the one already studied. The next question to raise is, what becomes of this large quantity of marketable grain delivered to the elevators? Radiating toward certain large cities are innumerable railroad lines which carry the grain to these centers. The use of railroad maps is effective in helping to get a correct idea of the number and location of these routes. Several of the most important routes should be traced out and learned by name. The cities to which the grain is shipped, such as Minneapolis, Chicago, Duluth, Buffalo, New York, New Orleans and others should be carefully studied from the causal standpoint. The pupils should determine why the grain has been shipped to these various points. The city may afford special advantages as to water power for grinding purpose, the city may be a railroad center and offer special advantages for the redistribution of the grain, the city may be a lake or ocean port from which grain is shipped, or the city may have developed a large milling demand. Whatever the reason is for shipping grain to a city the reason should be carefully worked out and associated with it. Frequent, rapid drill is necessary in reducing the names and location of these cities to the lower nerve centers.

After the grain reaches the large cities, what is done with it? As a rule it is first stored in the large elevators located along the tracks and at the docks, until it is needed at the mills or for shipment abroad. These elevators should be studied in comparison with the local elevators. Their capacity and great strength should be noted. If the grain is taken from the elevators to the mills to be ground into flour, the milling process should be studied. Some of the most important things to be brought out are as follows: early customs and village mills; value of water power; kinds of mills, wind, water, steam; milling process, cleaning or screening, grinding or rolling, bolting, packing or barreling; shipping, where, why; kinds of flour and uses. If the grain is loaded on vessels for shipment to foreign ports, these ports should be located. Reasons for the shipment of grain to these ports should be given. The routes over which the grain is shipped should be traced and learned. In every way possible the pupils' knowledge of our country should be increased as the wheat-growing industry is studied.

Before discontinuing the study of this industry the pupils should recall the other industries which they have studied that are carried on in this same region. Compare each in value with the wheat-raising industry. Review other factors previously studied which have contributed to the development of the cities of this region. Summarize for each city all points for which it is noted. The study of the wheat-growing region should close with comprehensive surveys, reviews and drills involving political divisions, surface features, drainage, cities, railroad lines and water routes. Everything possible should be done to unify and relate the wheat-growing region with the other great regions of our country so that it will not stand out unrelated and isolated.

In brief, the method of attack has been as follows: (1) Preparatory questions; (2) Organization of topics to be studied; (3) Directions as to the preparation of objective material; (4) Excursion to gain first-hand knowledge of the local industry; (5) Comprehensive review and summary in class recitation of the local industry; (6) Excursion to the elevator; (7) Determination of wheat-growing regions of the continent; (8) Construction of a map showing the wheat-growing region; (9) Comparative study of the spring wheat industry; (10) Disposition of the wheat (a) on the farm, (b) at the village elevators, (c) in the cities; (11) Summary.

April Drawing and Handicraft

W. D. Campbell, Director of Art, Public Schools, Columbus, Ohio

April will likely be a month of unsettled conditions, materially and mentally, and it will behoove us to determine a "settled policy," and keep up our good beginnings, as we have not dwelt much upon "Design," excepting in decorative form. I shall devote most of this number to that subject with the sincerest intention of letting you into the "mysterious," yet "open to all" secrets of balance, rhythm and harmony. What we are striving for in this world of ours is a unity of thought and its expression; a rounded out effect with deep mean-

strengthen the attitude toward substantial, serious and sacred things that we call "beautiful" or art.

PRIMARY WORK

Brush Design

Our little people all like music, with a decided beat, and of course they know it not in terms of words, but can "keep time" quite correctly even at young ages. The beat, if broken into sections with small accents upon each side, will give a balanced sound to the ear. A great mass with smaller masses, upon each side will be balanced. Now if we repeat this balanced unit (composed of say three parts) in an orderly and regular way, either across, up and down, or slanting wise, we are already into rhythm, which is so necessary.

To keep things moving nicely, finely, musically; but let the first unit have several unrelated shapes and no thought of relation even hinted at, and you will not find harmony.

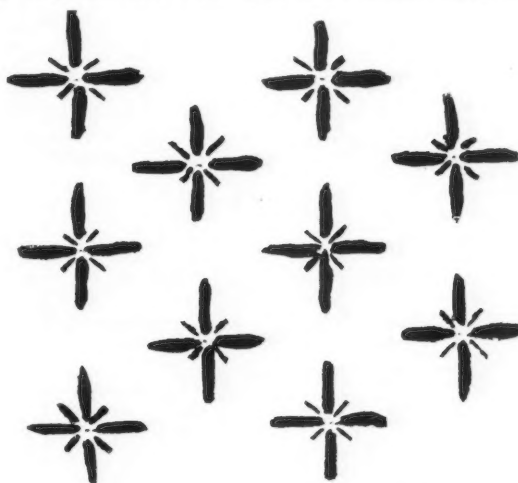
Harmony of shape and form is a united, related family of spots or lines that are linked together by reason and when they are balanced and moved or repeated in rhythm are harmonious and satisfactory, both to your eye and thought, and the result is a beginning of design and if built upon, and enlarged, may be a great effect in lace, furniture, architecture, symphony, or in a simple "all over surface" pattern, a border design, etc., etc. Now let your pupils take brush and ink at first, and have them make down strokes about one



Third Grade—Coffee-pot Unit.

ings, a complete repose into movements, some subtle and others vigorous, yet satisfactory to us, and healthful to all.

So many thoughts and expressions of ourselves are isolated and fragmentary, and are peculiarly pleasing in themselves, yet cannot hold together, and so upset and disturb the final and supposed desired end and result. But if we simply control our will for a while and apply a few tried principles of art it will be a revelation to many how easily the complex seems to unravel and how joyous and lovely will be our appreciation of things that appeared so mountainous to us that we dared not even glance a second time. So read slowly and reason with me and perhaps balance and its friends, so lovingly united in a work of art, will enhance your life and then you can impart it to your pupils and



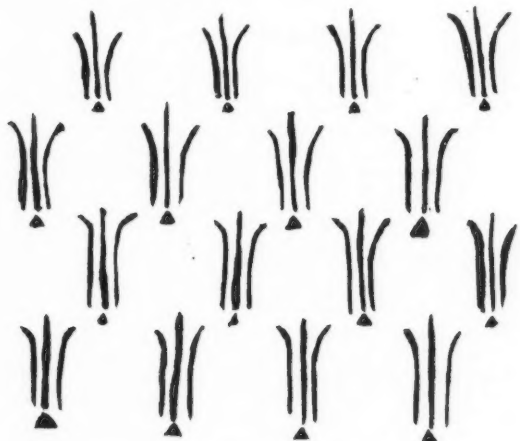
Design showing balance and radiation.

inch in length. Repeat these at regular intervals—(let them do this free hand). Make a border, then try a "pattern effect" (on the diamond form).

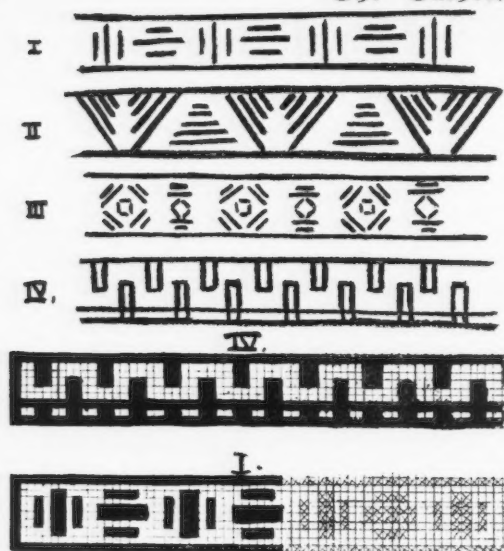
Then teach balance of system. Let the pupils originate several "beats" or strokes upon each side of a big stroke, either at side or above the horizontal stroke. Later on use water color or crayon and space carefully.

The illustrations show "curved strokes," and also radiation from a center. When the flowers come plan borders and repeats of buttercups, tulips; making simple balanced units by placing leaves upon each side of the main flower and stem. One of the illustrations represents rather uniquely and pleasingly a small pattern design, using a coffee pot as the component parts in balance and repeated in rhythm.

I would use 9x12 paper and keep expressions of the children quite childlike at first, and work for nice, neat work. This design appeals strongly to a creative mind and I am sure that we will only obtain



Third Grade—Curved Stroke Showing Balance of Rhythm.



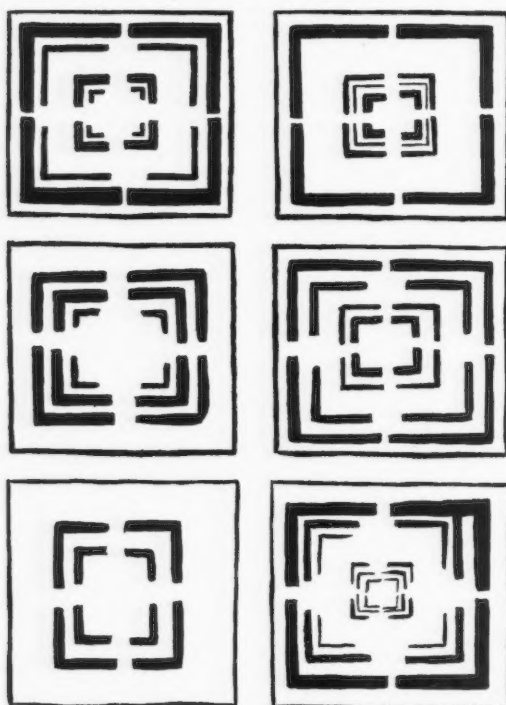
Straight Line Designs Showing Balance and Rhythm.

creative minds by original thought, controlled into channels, which will eventually bring solid and related thought so tangible that it can be used by the masses of people for daily good and life work.

INTERMEDIATE GRADES

Angular Perspective

In the March number I tried to give you "Parallel perspective," and told you of "vanishing point," "eye-level," and converging lines. These same terms come into angular perspective and are multiplied to suit conditions. We now place our cube or box a trifle below

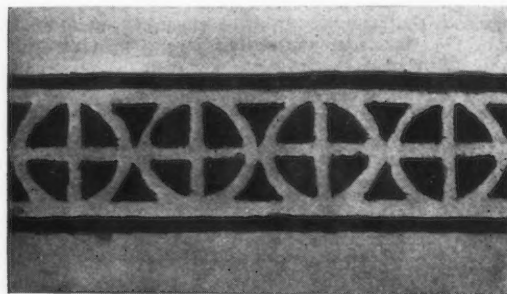


Squares Broken Into Shapes By Vertical and Horizontal Lines.

eye level, and turn it so that one corner is directly in front of you, and you can surely now see angles. If

not place a pencil, horizontally before you, and lay it just before the nearest corner to you. Cannot you now see that the lines running away from your pencil seem to slant up and recede? Place that angle on paper near the bottom of the sheet and let the lines run out right and left indefinitely.

Now look at the top (nearest) corner of the box or cube. Can you determine that angle by holding your pencil out horizontally to it? Close one eye and you



Abstract Design—Circular Unit in Rhythm.

can see sharper and clearer. Draw the upright line connecting the lower corner with this top corner, and then place that angle with its receding lines running out right and left. Now comes the point to watch; when the cube or box is turned at equal angles to your eye these lines that appear to run away to the left and right and are converging and will meet in a left and right vanishing point, equal distant from the object itself and on the level of the eye. Mark the first one or the one at the left the first v. p. and the other the second v. p.

Now determine the relative proportion of width of the sides of the cube turned toward you—it cannot be the actual width because it is turned away. Then make your two vertical lines which show the apparent width of the cube, and run the back edge of the right side of the cube over to the left or first v. p., and run the receding line from the left side over to the right or second v. p., and you will have completed the angular perspective.

If you turn your objects at unequal angles (see illus-

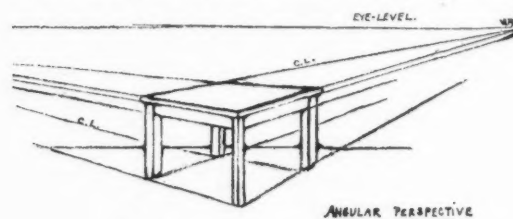


Table in angular perspective.

tration) you must get the v. p. of the side that appears to converge up quicker, or the side that you see least of.

Do not try tables, or chairs, at first; a plain lunch box or suit case, a simple basket without handles if within the laws of perspective is far superior to fancy, affected, light and shaded things, that appear to "fall to pieces."

GRAMMAR GRADES

Abstract Design

If this April design comes "too fast" upon your light and shade in pencil I would place a few more lessons on that subject before going into this one. But for those whose course is able to carry on design, I should like to give some definite steps in pure design.

In the October number I tried to give the first steps in developing balanced units from leaf forms and if you read that article over carefully you can possibly understand these further ideas more clearly.

If you will look at the illustration in this number, showing four borders, we will take most of our lesson from it. The first line indicates the simplest form of

balance of lines around or upon each side of a central line; then they (the units) are repeated at intervals with the same unit turned horizontally between. This movement in consistent order is rhythm. At the bottom of that sheet is the same design made upon squared paper into the single strokes now made wider, and each one a complete part of the unit and filled in with either black or a color.

The No. 4 is a splendid illustration of a simple line upright movement and is made with pencil at first for creative purposes. The No. 4 right under it, shows the squared paper and more perfect spacing, and the units filled in.

After you have taught the principles of balance, rhythm and harmony, then apply them to book covers and pamphlets either in borders across top and bottom or completely around a paper, leaving reasonable margins. If lettering is attempted, keep it simple and legible and without flourishes.

The illustration showing the six squares is a fine problem in breaking up square spaces. You evolve one corner then repeat in other corners. Keep this word in mind—"subordination." That means let some spaces or units be less in attractive power. Do not make your music all monotonous in shapes. It would be dismal and uninteresting. So would be a border design as such; and remember that the structural shapes of the thing to

be designed should determine the kind of units. As a rule it is not pleasant to string vines and stringy pictures of flowers upon a finely proportioned book cover, or note book cover.

The illustration with use of the circular border is "saved" by the use of the line above and below the units and by the small "fillers" between the circles. If you look closely you will see that the "filler" is following the lines and shapes near it. The top edge of it is straight because of the border line, and the sides are curved as are the outsides of the circles. That makes the entire phrase a musical one. Keep your shapes simple and restful, and do most of your elementary work in black and white (ink). In a later article I shall show you the "door to color schemes" of simple relation of color and beautiful contrasts. It is a good thing to make your first plans upon squared paper then transfer (rubbing soft lead on back) to a clean sheet and fill in your shapes or spots.

If you are really making books, booklets, etc., place your design upon them either where they are entirely finished or just before you tie or bind parts together.

This is a rather elementary course, but is founded upon principles, and if carefully carried out will enable you to later on build larger and more elaborate designs. But heed a hint! go slow! make secure each step! Look for good work, and you will probably be overjoyed at your results.

Language Stories

Effie L. Bean, Winona, Minn.

ON THE CARS

Willie had never been on the cars. He saw them every day as they came into town. He could see the people at the windows and sometimes they would wave their hands to him. But today he was going to ride on them. He was going to the next town with mamma to see grandma.

He could hardly wait for the train to stop. How strange it looked. Mamma put him in a seat next to the window where he could see. Pretty soon the train began to move. It went faster and faster.

"Oh, see the funny little pigs," said Willie. "And mamma, see all those boys and girls under that tree. I think they are having a picnic." "Wave to them, Willie," said mamma, and Willie shook his handkerchief as hard as he could. Willie saw some men plowing, and some boys fishing.

After a while the train went slower and slower and then stopped. Mamma and Willie got off the train and there was grandma waiting for them.

Willie told her all about his ride.

PLAYING HOUSE

Helen and May were playing house. Helen had her house under the big oak tree and May's house was under the maple tree.

Each girl had marked out four rooms: a parlor, dining room, bedroom and kitchen. They swept out their rooms and put their dollies to bed while they washed the dollies' clothes. While the clothes were drying, Helen took her dolly, put on a shawl and hat of her mamma's and went to visit May. They shook hands and May took Helen's hat and shawl and put them in the bedroom. Then they sat down and had a good visit. May set the table with her new dishes, and before Helen went home they had tea (which was really water) and some nice fruit cake that mamma had given them.

A RAINY DAY

It was raining hard and it was time to go to school. "I think you will have to stay home today, Henry," said mamma. "Oh, please let me go," said Henry. "I have an umbrella and rubbers and I'll be careful and not step in the deep puddles. I don't want to miss school for I know Miss Brown will have something nice for us to do. She always does when the weather is bad. Please

let me go." So mamma wrapped him up in his coat, put on his rubbers, gave him his umbrella and he started off.

When he reached the school, he found that almost every boy and girl was there. Miss Brown was glad to see them and sure enough she did have something nice for them to do. She gave each one a pattern of an umbrella and let them cut out pretty blue and pink umbrellas and paste them on white paper.

HELPING MAMMA

Harold came running home from school. He put his books on the table and ran to find mamma. "Here I am, mamma," he cried. "Now I am going to fill the woodbox for you." And away he went to the woodshed and picked up an armful of wood. He carried it to the house and carefully piled it in the woodbox. How nice it looked when it was full.

Then Harold ran to the water pail and looked in. It was empty. He picked it up and ran to the pump, whistling gaily. Just then mamma came to the door. "Why Harold, what should I do without my little helper?" she said, "I will carry the water in for you as it is too heavy for you to carry."

"Now mamma, what shall I do next?" "I wish you would go to the store for me and get some sugar and butter, and here are two pennies for you to spend just as you like." "Oh, thank you, mamma. It is fun to work for you."

JENNIE'S GARDEN

Papa had spaded a little piece of ground for Jennie's garden and now she was planting her seeds. She made two little even rows with a stick, and planted some beans. Then she made two more rows and planted some radishes. She covered them over and patted down the ground carefully. Then she made two little round beds and after raking them all over she planted pansies in one and nasturtiums in the other. After covering them over she took her little red sprinkling can and watered all the seeds.

When mamma came out, Jennie showed her the garden and said, "Now mamma, when my garden grows, I am going to give you some beans and radishes and flowers. And I'm going to keep all the weeds out of my garden too."

The Catholic School Journal

April Plans

Grace M. Poorbaugh, Goshen, Ind.

BIRDS

April is the most appropriate month of the whole year for the study of birds, for it is then they are beginning to come back to us after their long sojourn in the south.

Before the first one arrives, encourage the making of bird-houses and putting them up so that they will be in readiness for the birds when they come.

Give the children an idea as to the size of the bird-house or it may not be the home of the bird for which it was intended.

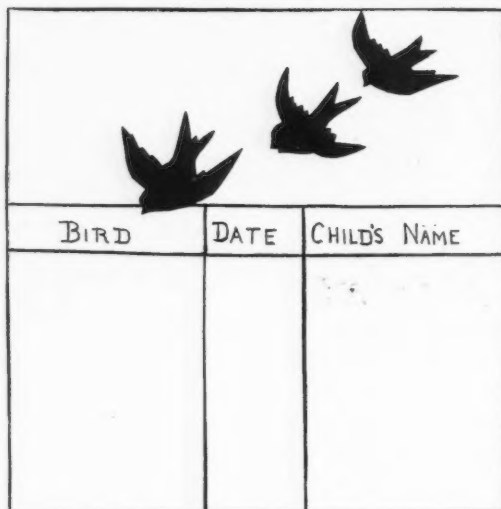


Illustration of Bird Calendar

The bluebird and wren especially like a bird-house in which to live, but often the door is so large that the English sparrow can get in and drive these birds out. The door in these bird-houses should not be much larger than a silver quarter.

If we emphasize the good birds do in destroying insects that feed upon our crops and trees, the children will be anxious to help in preparing houses for them and protecting them.

A record should be kept of the coming of the birds. A good plan is this:

On the blackboard, a Bird Calendar may be drawn as shown in the illustration. Sometimes this device is also used. A tree is drawn on the blackboard and as the birds arrive a picture of the birds is pasted in the tree.

Delightful lessons are made possible from the time this study begins.

As soon as two birds have been studied, a comparison should be made and these comparisons should be kept up as the work progresses.

Topics for Bird Study

These topics should be considered in studying a bird and should be an outline for comparisons.

Color of the bird. Its size. Wings, shape and use. Head, shape. Bill, shape and use. Toes, number—how arranged. Food. Habits. Song. Nest, where built?—why? Material used. Eggs, number, size, color.

It is interesting to compare birds to people in their manner of building homes, eating, sleeping, etc. The poem, "Bird Trade," may be memorized in this connection.

Perhaps the first bird to come in the spring is the bluebird. He has been called the Color-Bearer of the

Spring Brigade. He likes to begin housekeeping early. If he cannot find a cozy box in your yard, he will doubtless build a nest in your vines. The mother bird will lay five bluish white eggs. Bluebirds raise two or three broods in a season.

The wren will be coming early, too, and like the bluebird, is very useful in destroying insects.

How delighted Jenny Wren will be if she finds a home ready for her, for wrens like to build near the house and in the same place year after year.

They will begin to bring twigs for their nest and soft grass to line it. Soon after the nest is completed, there will be from six to eight flesh colored eggs in it. They will have tiny specks on them. The wrens will more



Outline for Sewing Card

than repay us for our trouble in making a bird-box for them by singing for us.

Perhaps a robin will appear soon if he hasn't already done so. He seems to be a general favorite. Give the children as little information about the robin as possible but rather let them be giving you some. It will not be many days before they will volunteer to do this. They will doubtless discover that papa robin is larger than mamma robin and that his dress is darker, too; that the mother bird builds the nest; that it is made of sticks and mud; that she lays five or six greenish blue eggs.

Perhaps time will permit us to take up the study of but one other bird. Suppose we choose the oriole, which is admired for its beautiful coloring. The children will not be long in noticing these characteristics of the oriole. The father bird's throat, head and upper part of back are a glossy black; his wings are black with white spots; his tail is white with yellow markings; the rest of his body is orange. The mother bird has yellow instead of deep orange and dark brown instead of black on her wings. The nest is woven of strings and hair.

Language

During the language period, a description of the bird which is being studied may be written.

Sentences in which there are blanks to be filled may also be given to test the child's knowledge of facts regarding the bird as:

The oriole's nest is like a ____.

It ____ in the tree.

It is made of ____ and ____.

It has ____ eggs in it.

The eggs are ____.

At least one poem relating to each bird should be memorized and more if possible. They need not be long poems. Often one verse will impress some fact regarding a certain bird on the child's mind as:

"Of all the weavers that I know,

The oriole is the best;

High on the branches of a tree

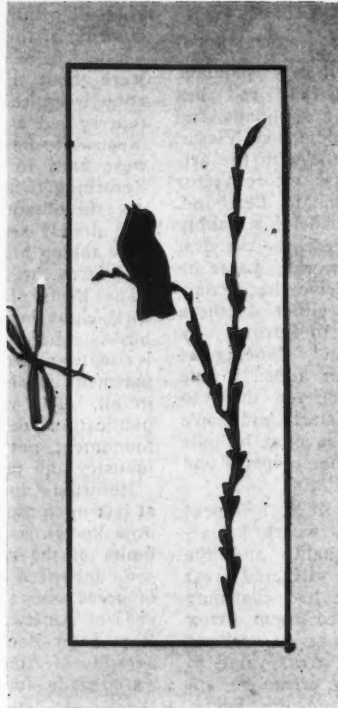
She hangs her cozy nest."

Drawing and Handwork

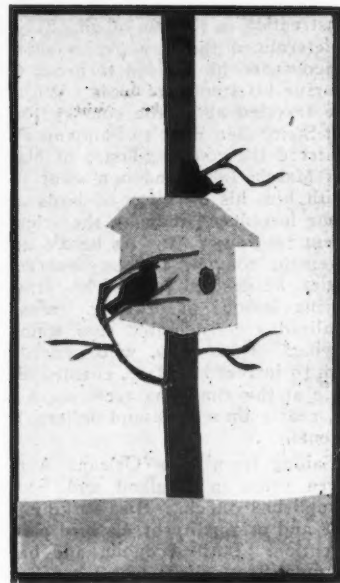
During the writing period, these poems may be copied. A bird booklet may be commenced at the beginning of



A specimen illustration for Bird Booklet;—paper cutting.



Cover for Bird Booklet



A Specimen Illustration for Bird Booklet;—paper cutting work.

this work. It will be another source of interest as the work progresses from day to day.

When the bluebird is being studied, give the children hectographed copies of it and let them color them with crayograph or water colors. Free-hand cuttings may also be used in the booklet if one desires to do so. An illustration showing the bird's home should also be given in the booklet. This will emphasize the facts learned regarding the shape and size of the different nests. The descriptions written by the children should accompany the illustrations. The poems copied may also be used in it.

The thoughtful teacher can draw from this study of bird material for each kind of work during the day.

Seat Work

Many interesting and profitable forms of seat work are suggested:

Let the children color hectographed copies of birds. This will impress the coloring of the bird on the child's mind in such a way that he is not likely to forget it. Outlines of birds may be sewed.

Bird-houses and nests may be laid with colored sticks. Nests may be drawn on paper and the eggs cut out of paper, colored and pasted in the nest.

This will help fix in mind not only the shape of the nest of a particular bird, but also the color of its eggs.

If clay is used, nests, eggs and bird-houses may be modeled.

The sand table may be used as a means of expression, also. Twigs and bushes may be planted in the sand and nests placed in them.

A house may be built of kindergarten blocks and near it on a post may be a tiny bird-box.

(Bird-boxes can be folded, cut and pasted during one of the construction lessons.)

Variety and interest may be added to the spelling work by making bird-shaped booklets in which to write the lesson.

Songs

We should begin very early in the month to teach bird songs. Appropriate songs will be found in the following books:

Song Stories—Mildred and Patty Hill.

Song for Little Children No. 1—Eleanor Smith.

Songs of the Child World—Gaynor.

Songs in Season.

Child's Song Book—Howlison.

Songs and Games for Little Children—Walker and Jenks.

Stories in Song—Emerson and Brown.

Wiggin's Song Book.

Many of the songs found in these books can be dramatized. Such parts as "feeding the birds" or "teaching the babies to fly" furnish good material for this.

Let the children form a nest by standing in a circle and holding hands. Two of the larger children may represent the father and mother bird while three or four of the smallest ones may be the baby birds. The father bird may go in search of worms and returning give them to the mother bird who feeds the babies. The father and mother bird may teach the baby birds how to fly. The arms may be wings and as they fly they may sing "We Fly Like Birdies." This is the second verse of the song, "We March Like Soldiers," from Songs of the Child World, Book One.

Helpful Books and Pictures

A book which the teacher will find helpful in this work on birds is "Year with the Birds" by Flagg. Another interesting book is "Bird Ways" by Taylor.

Stories should be told the children from time to time on "How the Robin Got His Red Breast" from Nature Myths by Cook; "The Oriole's Nest" from the "Story Hour" by Wiggin, and "The Nest of Many Colors" from "In the Child's World."

Pictures should be used freely during the work. If mounted birds are not available, splendid bird pictures can be obtained from the list of Perry pictures.

The room can be made attractive during the month by the use of these pictures.

Birds which the children have colored and cut out may be used for a blackboard border.

Conspicuous among the decorations may be the Bird booklets.

A Bird Day Program would be a fitting final for the month's work. It may consist of songs, poems, memorized, bird games and an informal talk between teacher and pupils about the birds studied. The program can be made just as simple or elaborate as one chooses.

JOHN JAMES AUDUBON

(Continued from page 17)

instruction in the use of oil. "My wife," says Audubon, "determined that my genius should prevail," and thus encouraged he decided to break through all bonds, and pursue his studies of birds. With his older son, Victor, he traveled about the country for a time with the artist Stein, then went to Shipping Port, Ky., where Victor entered the counting-house of his uncle, Mr. Berthond. In March, 1824, Audubon went to Philadelphia, taking with him his drawings of birds and there for the first time introduced them to the scientific world. Later he went to New York. As he did not receive the encouragement that he felt he deserved in either of these cities, he decided to take his drawings to Europe. By giving lessons in drawing, music and dancing he realized a considerable sum which when added to the savings of his wife, who generously offered them to him to further his plans, enabled him to start. Audubon's wife at this time was receiving a large income, he tells us, nearly three thousand dollars, from her industry and talents.

Sailing from New Orleans April 26, 1826, he spent three years in England and Scotland, where he accomplished much. His striking personality and the size and originality of his bird paintings attracted great attention. Both Audubon and his wife had charming personalities which everywhere procured them many friends. They had the power of keeping, as well as making friends, and this was often of great value to them. Audubon also presented a very attractive appearance. He was fairly tall with a handsome figure, large dark eyes, aquiline nose, and a fine set of teeth, his hair was fine and luxuriant, and his manners were pleasing. In England he exhibited his paintings and realized considerable from the admission fees. He also

sold oil paintings. He arranged for the engraving and coloring of the plates for his books. By the close of the year 1830, one hundred plates had been issued. They were about three by two and a half feet in size, large enough for the birds to be life size, and with each was represented a branch or spray of some tree or plant. Meanwhile he sought subscribers to the work. These were hard to obtain, while admirers were plentiful. Returning to America in the spring of 1829, he spent a year in obtaining and painting such birds as he had not already secured, and again returned to Europe, this time taking his wife with him. After various trips back and forth the great work was completed. It comprised "The Birds of America," containing four hundred and forty-eight beautiful colored plates of 1,065 species of birds, and the "Ornithological Biography" the descriptive material written to accompany the plates. Each department consisted of five volumes, making ten volumes in all. The whole surpasses in interest every other publication devoted to birds, and is a magnificent monument, not only to the birds, but to the man whose industry and talent called it into being.

Returning to the United States in 1839, the family at last in comfortable circumstances, purchased an estate now known as Audubon Park and included within the limits of the city of New York. Both of Audubon's sons inherited their father's artistic ability and were of great assistance to him in his later works. "Quadrupeds of America" was prepared in conjunction with the Rev. John Bachman and was accompanied by a "Biography of American Quadrupeds." Further excursions were made for this work to Labrador and the far West. At length after a long and eventful life, the great ornithologist began to show signs of age and the lessening of his powers. He died at Audubon Park, January 27, 1851, lacking a few months of being seventy-one.

Memory Thoughts for April

Miss Martha Persis Smith, Kansas City, Mo.

The blue-bird chants from the elm's long branches,
A hymn to welcome the budding year;
The south wind wanders from field to forest
And softly whispers, "The spring is here."

There is no glory in star or blossom,
Till looked upon by a loving eye;
There is no fragrance in April breezes,
Till breathed with joy as they wander by.
—Bryant.

Now April rains slant down again;
The brooks are wild with glee;
The April sunshine fills the air;
Glad April's life fills me.
—M. P. S.

Sometimes the storm is dark above,
Sometimes the rain is chilling;
And not a bird in all the tree,
His merry note is trilling;
Yet in spite of dreary weather,
Sing my heart and I together:
"Clouds may hide the radiant skies,
Yet the sunshine never dies."
—Emily Huntington Miller.

The mills of God grind slowly,
But they grind exceeding small;
Though with patience He stands waiting,
With exactness grinds He all.
—Longfellow.

We gain nothing by being ungenerous even to a book.

We should be as generous to a man as to a picture,
and be willing to give him the advantage of a good light.
—Emerson.

What we are apt not to consider a square deal is that
the consequences of our own acts should descend
upon us.

Don't judge a man by his clothes; God made one and
the tailor the other.

As you measure for your neighbor
He will measure back to you.
—Alice Cary.

There's so much good in the worst of us,
And so much bad in the best of us,
That it hardly behooves any of us
To talk about the rest of us.

Judge not the workings of his brain,
And of his heart thou canst not see;
What looks to thy dim eyes a stain,
In God's pure sight may only be
A scar, brought from some well-fought victory
Where thou wouldst only fail or flee.
—Adelaide Procter.

Of justice, mercy, wisdom, tenderness
There is a vision in the heart of each
To wrong and pain.
—Browning.

Be square, little boy, O be square!
There are chances enough and to spare
Of shifting the blame,
Of cheating the game.
Be square, little boy, O be square-

The Literature Class

THE SONNET.

By Rev. Hugh T. Henry (Philadelphia).

A recent writer has contended for the allotment to "blank" verse of the place of supreme difficulty in English verse. For there the absolute thought, gracefully, or powerfully, or poetically expressed, must depend on no external graces of rhyme or variety of rhythm to recommend itself to our approbation. What sole advantage is inherent in the steady rhythmic flow of the pentameter, is at once the only limit and the only external embellishment of the thought.

I quite agree with this critic, if we are both speaking of the highest poetry. St. Francis of Assisi, addressing the birds of the air as his brethren, and reading them a homily on the goodness of God whose feathered choir they are, was in this act a poet—be his words never so unrhymic. So, too, St. Francis of Sales, catching idealizing inspirations from every page of the book of Nature, was a poet—however much his language might refuse to suffer the fetters of poetic form. But both of these men were high types of the prose poet. They were not ungraceful in the forms which clothed their thought. There is a rhythm in prose such as, if it be employed by the masters of expression, cannot be equalled in aesthetic force by any well-defined poetic measure—a subtle music, like the flow of a stream adown unequal declivities; or like "The soft eye-music of slow-waving boughs."

The near approach to this measureless, but not unrhymic flow of words, found in rimeless pentameter verse, wherein no consonance of final syllables can serve to point out the restrictive limits of this special poetic form—this near approach to prose confers on blank verse its high possibilities and its just claim to a pre-eminent position amongst forms of verse. It is easy to write such verse—the restriction is so slight! It is also very easy to write prose—the restriction being reduced to zero! And nevertheless, the most difficult kinds of composition are to be found in the highest types of prose, and of "blank verse." And the masters are few in either kind!

In the article I beg to draw attention to what may be considered the opposite pole to both blank verse and prose. And I claim for it, nevertheless, a difficulty hardly falling short of that encountered in either of these two types. Just as there is no end of blank verse and of prose in our endless stores of English literature, so there is no end to sonneteers and their sonnets. Of the multitudes that have been written, only a disproportionately small number can be considered as examples of the highest expression of this poetic form.

What is a Sonnet? Etymologically, it is a little song (from the French sonnet, diminutive from son, a sound or song). Perhaps it would be better to derive it from the Italian, suonetto, dim. from suono, as the place of its birth is supposed to be Italy, rather than Provence (for which the French critics contend). Of Italian birth, its parentage is not known with certainty. Possibly the oldest extant specimens of a strict sonnet (as distinguished from a mere poem of fourteen lines) are those of Pier delle Vigue, and Ludovico Vernaccia. These poets of the early part of the thirteenth century found a worthy continuator in Fra Guittone, whose many sonnets, the production of the latter years of that century, seem to have led M. Waddington and others to consider him the inventor of the form. Inasmuch as he was the first to give his sonnets what may be styled their purely sonnet-form, the real glory of their invention should perhaps be attributed to him. Cary, the translator of Dante, has furnished us with an admirable translation of one of his sonnets:

I.

Great joy it were to me to join the throng
That thy celestial throne, O Lord, surround,
Where perfect peace and pardon shall be found,
Peace for good things, pardon for the wrong:
Great joy to hear the vault of heaven prolong
That everlasting trumpet's mighty sound,
That shall to each award their final bond,
Wailing to these, to those the blissful song.

All this, dear Lord, were welcome to my soul.
For on his brow then every one shall bear
Inscribed, what late was written in the heart;
And round my forehead wreath'd a lettered scroll
Shall in this tenor my sad fate declare:
"Love's bondman, I from him might never part."
Dante, Petrarch and Tasso gave the sonnet eminence
and perfection. Its history is well summed up in Wordsworth's famous apologia:

II.

Scorn not the Sonnet; Critic, you have frowned
Mindless of its just honors; with this Key
Shakespeare unlocked his heart; the melody
Of this small Lute gave ease to Petrarch's wound;
A thousand times this pipe did Tasso sound;
Camoens soothed with it an exile's grief;
The Sonnet glittered a gay myrtle Leaf
Amid the cypress with which Dante crowned
His visionary brow; a glow-worm Lamp,
It cheered mild Spenser, called from Faery land
To struggle through dark ways; and when a damp
Fell round the path of Milton, in his hand
The Thing became a Trumpet, whence he blew
Soul-animating strains—alas, too few!

Himself a master, who has written some 500 sonnets, he has given here some of the most prominent of the devotees of this verse. But scarce a name in our literature which will not be found identified with the progress of the Sonnet! What are its attractions, powerful to allure both the master of the divine art of poesy, and the unskilled neophyte of verse? Presenting in its many limitations, its rigid and conventional formalism, its narrow-celled prison, the very opposite of the free and unrestrained rhythms of prose, or of the slight metrical embarrassments of blank verse, how should it have been esteemed so highly?

The restrictions hampering the free flow of inspiration in the Sonnet are many and considerable. While there are various types of sonnet, possibly all schools will agree that it must be a poem of just fourteen lines—whence Charles Lamb's designation of sonnets as "fourteeners"—and that its verses should be decasyllabic and rimed. These lowest limits are claimed by the lax school. The stricter school demands in addition that there shall be a division into octet and sestet, and that in the octet but two rimes should be employed, of this sequence: 1-2-2-1-1-2-2-1; and that in the sestet two or three rimes should be used, of a variable sequence. The type furnished by Pier delle Vigue consisted of two quatrains, rimed thus: 1-2-1-2-1-2-1-2, and two tercets rimed thus: 3-4-5-3-4-5. Shakespeare's sonnets are so far from the strict standards, that only the magic of his name and genius could compel their acceptance as real sonnets; for they are really rather "fourteeners," consisting, as they do, of three ordinary quatrains with alternate rhymes, rounded off with a couplet. The Petrarchan sonnet is the most exacting of all—an octet of two rimes, and a sestet of two or three, arranged as in example I above.

In addition to these limitations, a certain school clamors for a rigid division of the thoughts into two parts; so that in the octet there should be an imaginative protasis, expecting a balancing apodosis in the sestet. The thought, like the young Lochinvar's love,

"Swell like the Solway, but ebbs like its tide."

Behold, then, the difficulties of the Sonnet. A poet must select a theme such that its natural and logical development shall neither fall short of, nor exceed, the prescribed limit of fourteen lines. This poem is to be divided into two sections of eight and six lines, the former containing but two rimes arranged in a rigidly unvarying way, the latter containing two or three. This complex arrangement of rimes should be atoned for by simplifying the thought into two well defined portions, such that the ascending flood-tide of the octet shall have a corresponding descent in the ebbing measures of the sestet.

An artificial form, indeed! But not in the same degree as its fellow exotics in the soil of English literature, the ballade, sestina, rondeau, villanelle, rondel, triolet. A strong effort is being made to make these flourish in our stranger soil, and by versifiers of no mean eminence; but the attempts meet with small imitation. On the other hand, the ancient and honored place of the Sonnet in our literature, its zealous cultivation by our master-poets,

must lead us to suspect in its intricacies something more than the attractiveness of artificiality. It has been beautifully and thoughtfully said of the Sonnet, that "without being coldly artificial, like the rondeau, the sestina, the ballade, the villanelle, etc., the sonnet is yet so artistic in structure, its form is so universally known, recognized and adopted as being artistic, that the too fervid spontaneity and reality of the poet's emotions may be in a certain degree veiled, and the poet can whisper, as from behind a mask, those deepest secrets of the heart which could otherwise only find expression in purely dramatic forms."

For the tyro no better exercise could be given than the sonnet form. It will teach him the necessity of a wise restraint in his liberty; it will be a constant monitor to him that there is a gain in brilliancy and effectiveness where there is a condensation of thought; that a grand power lies often in suggestion rather than elaboration; that nature, untrammelled, nearly always seeks to arrange the molecules of matter not in a haphazard way, but in the most definite crystalline forms, with a gain in beauty which immediately appeals to our sense of the beautiful; that it is the same carbon which in graphite presents an amorphous mass of no beauty to the eye, and which in the diamond assumes, merely by its crystallization, a beauty which is a joy forever.

For the accomplished versifier, the Sonnet must be a perpetual reminder of the truth of Pope's remark:

"Those move easiest who have learned to dance."

He recognizes in it, not alone a well established and appropriate medium for the expression of unpretentious jeux d'esprit, delicate imaginings that will scarce bear the rough case that attends the ordinary stanza forms, and single thoughts which will best appear to advantage in such a cameo-like shape.

For the master-poets it will continue to be what it has ever been—a welcome prison-house for the souls that, as Wordsworth puts it, "have felt the weight of too much liberty." Accustomed to the wide spaces of the empyrean, he shall not, however, fret at the close walls of his self-elected abode. Beautifully has Wordsworth again apologized for the Sonnet:

III.

Nuns fret not at their convent's narrow room;
And Hermits are contented with their cells;
And students with their pensive citadels;
Maid at the wheel, the Weaver at his loom,
Sit blithe and happy; Bees that soar so for bloom
High as the highest peak of Furness Fells,
Will murmur by the hour in foxglove bells.
In truth, the prison unto which we doom
Ourselves, no prison is: and hence to me,
In sundry moods, 'twas pastime to be bound
Within the Sonnet's scanty plot of ground:
Pleased if some Souls (for such there needs must be)
Who have felt the weight of too much liberty,
Should find brief solace there as I have found.

Briefly, in this paper, I have attempted to describe the Sonnet. The love for it must grow from an appreciative familiarity with those poets who have used it successfully. I shall not lengthen this account by adding here a catalogue of names, but shall merely say that elegant specimens of the Sonnet will be found in the late works of our living Catholic poets of England and America—to which I commend the reader.

My description of the Sonnet has doubtless proved laborious to the reader who has honored me with an attentive perusal, in the hope of finding an answer to the oft-repeated question, "What is a Sonnet?" If prose has thus far failed to vouchsafe a satisfactory answer, let poesy answer in this little gem of R. W. Gilder:

IV.

What is a sonnet? 'Tis a pearly shell
That murmurs of the far-off murmuring sea;
A precious jewel carved most curiously;
It is a little picture painted well.
What is a sonnet? 'Tis the tear that fell
From a great poet's hidden ecstasy;
A two-edged sword, a star, a song—ah me!
Sometimes a heavy-tolling funeral bell.
This was the flame that shook with Dante's breath,

The solemn organ whereon Milton played
And the clear glass where Shakespeare's shadow falls:
A sea this is—beware who ventureth!
For like a fiord the narrow floor is laid
Deep as mid-ocean to sheer mountain walls.

DISCIPLINE ON THE PLAYGROUND

(Continued from page 10)

The serving and eating of lunch on the playground presents opportunities for the exercise of courtesy which a wise teacher will not neglect. A writer on discipline suggests that if the teacher, "can even occasionally get all the pupils to sit down quietly at the same time, in family or neighborhood groups, and eat their lunch hygienically and humanly with observance of table courtesies, it will be very helpfully educative." This again is a matter which will entirely depend on the amount of influence possessed by the teacher, who, if she is possessed of tact and firmness, may make the lunch hour a pleasant time instead of one of uproar, a time when the pupils daily practice the thoughtfulness for others and the refinement of manners which always indicate good breeding.

This, and all other points alluded to, cannot be carried out without energy and self-sacrifice on the part of the teacher. It is so much easier to let things go! But it must be said that though it may take infinite pains to establish discipline on the playgrounds, it will not be so hard to maintain it. Once the pupils have entered into the spirit of their teacher, they will hand down as an heirloom the good traditions of order and mutual kindness. So much is being done now in America in behalf of the public playground. Men prominent in educational and philanthropic work (through the organized national efforts of the Playground Association of America, and otherwise) are giving time and thought to the means of conducting these playgrounds to the best advantage. We religious teachers must ever be in the van where education is concerned. Let us therefore not hesitate to devote our best efforts to this matter, and if, sometimes, it may appear to us burdensome to enforce discipline on the playground, let us remember that this will lead most infallibly to our complete control of the schoolroom. More than this, the self-control which can be taught on every playground, the noble principles which may daily be put in practice there, will be to the children a most precious inheritance in after life. Many a noble victory won in later years may be owing to the habit of self-conquest taught on the playground.

CATHOLIC PUPILS MAY USE PUBLIC MANUAL TRAINING COURSES.

Catholic school officials in many sections of the country will be interested in a court decision rendered during the past month by Judge Reed of Altoona, Pa. The case related to the right of pupils of Catholic and private schools to take advantage of the special manual training courses in the public schools. It would seem to any fair-minded person that in view of the fact that the parents of the Catholic pupils were paying their full share of public school taxes, the right of the children to obtain the benefit of these special courses would be freely conceded. But certain bigoted influences in Altoona interposed and the public school authorities sought to bar out the private school pupils from any of the special course benefits, despite the fact that they were as well prepared for the work as the public school pupils.

The mandate of the school authorities was so arbitrary and manifestly illegal that Catholics of Altoona at once appealed the case to the courts for a proper decision. Judge Reed, in his finding, upholds a previous opinion given by Judge Shull, to the effect that the industrial courses in the schools are separate and apart from elementary training and are open to pupils from private and sectarian schools. Inasmuch as the Altoona difficulty has been threatened in other cities of the country, the following excerpt from Judge Reed's decision is presented:

"The money raised for the support of a manual training school maintained and conducted as a part of the common school system of the state, is not appropriated to or used for the support of any sectarian school be-

cause some boy is admitted to its privileges who may have qualified for his admission in a sectarian school. Such manual training school is open and free to every one qualified for admission, and no inquiry is made as a prerequisite to his admission how or where he acquired his previous training entitling him to its privileges. It seems to me to be too clear for argument that this section of the act does not transgress any of the provisions of the constitution to which reference is made.

"This manual training school is maintained and conducted independent of and wholly apart from the elementary public school. It is exclusively under the management and instruction of persons not qualified to teach in the elementary public school and the instruction given in it is not in vital touch with the course of study prescribed for such school. It does not constitute any part of the curriculum of the elementary school, and while it is conducted in a room in the same building where the elementary schools established under section 1607 are conducted, it is as separate and distinct from those schools as if it were conducted in a building in some other part of the city.

"If it be admitted that it is the climax of the manual training received in the elementary public school, there is no reason for excluding this applicant from its benefits because he is not matriculated in such elementary school than there would be for excluding him from the public high school because he had not qualified for admission to it in the elementary public schools."

Architecture.—A teacher gave a little class talk not long ago on styles of architecture. The result of it was a personal investigation on the part of most of the pupils. They looked over the principal buildings of the city, especially the churches, and now are able to point out local exemplifications of the gothic, the romanesque and the renaissance styles, together with some of their modern adaptations. For further possibilities of the idea applied to school work glance through Milton's "Treatise on Education" and Ruskin's lecture on "Traffic."

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Great Educator Dead.

The funeral of Rev. Brother Justin (Stephen McMahon), one of the most prominent members of the Brothers of the Christian schools, and an edu-

cator of international reputation, was held from St. Patrick's Cathedral, March 2. Brother Justin had held many important and responsible offices in the Christian Brothers' institutions in this country, England, Ireland and France. His last position was as president of the Christian Brothers' college at St. Louis. There he suffered a stroke of paralysis last June, and when sufficiently recovered, returned to New York. On Feb. 15 he suffered a second stroke, and hastened to Philadelphia, where he died. Brother Justin was born in County Mayo, Ireland, Jan. 20, 1834. He entered the novitiate of the Christian Brothers in Montreal, Canada in 1853. It is said that Brother Justin was once offered and refused the degree of L.L. D., from John Hopkins' university. A brilliant scholar, he cared nothing for worldly honors, desiring only to know that he was achieving results in the cause of religious education.

Protestant Bible in Schools.

At a meeting recently of the Protestant Ministers association, of New Orleans, La., the ministers present pledged to organize a league for the enforcement of the will of John Mc-

Donogh, in regard to the introduction of the Bible into the public schools of that city. McDonogh died in 1856, and left his estate for the erection of schools in New Orleans and Baltimore, requesting that the Bible be read in the schools as a textbook.

Thirty-one magnificent buildings were erected in New Orleans, but as more than two-thirds of the children attending the schools are Catholics, no attempt has ever been made to carry out the request of the donor. It is not likely that the Catholic taxpayers of the Catholic southern city will permit the Protestant Bible to be placed in any of their public schools, whether built out of the McDonogh fund or not.

Pres. Taft on Indian Schools.

President Taft, in discussing Indian school matters with some of his callers recently, said that the matter has shaped so that the government seemed to be bound to permit the Catholics to wear their garb in the schools. This fight, he said, rested on the fact that the teachers had been taken over, garb and all, by a civil service order, and the privilege had been enjoyed so long that there was now serious question whether the teachers had not the right.

Superior Left \$50,000.

Mother Mary Bernard, former superior of the Sisters of Mercy, Cincinnati, has been left a fortune of \$50,000 by the will of her brother, Thomas Kelly, of Homestead, Pa. By the terms of the will the money is hers to use as she wishes. She will turn it over to the order. Other members of the Kelly family have been generous benefactors of the Sisters of Mercy.

Catholic Indian Schools.

Because of the fact that some Catholic Indian mission schools have contracts that are payable out of tribal funds, and because there are a few government schools in which sisters serve as employees, the idea is abroad among the Catholic laity and even the priests of certain sections, that the Catholic Indian Bureau has abundant funds for the maintaining of the Catholic mission schools. Attention is here called to the fact that the Church is supporting, unaided, forty mission boarding schools and

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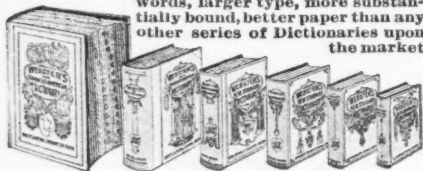
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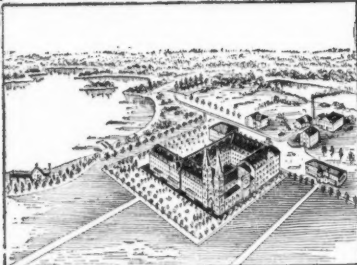
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Catholic Woman Scholar.

Mademoiselle Andre has been appointed to a professional chair in the Catholic Institute of Paris; and this is declared to be "an innovation without precedent." It doubtless has no precedent in France, where the Salic Law worked against the recognition of women in all the higher lines; but it is by no means unprecedented in Catholic institutions. Centuries ago women held professorial chairs by Papal brief in the old Catholic University of Bologna, Italy.

Receives Papal Medal.

In recognition of her services to the Catholic cause, Pope Pius X has

conferred the decoration "Pro Ecclesia et Pontifice" on Miss Katherine E. Conway, a member of the faculty of St. Mary's college and academy, Notre Dame, Ind.

Sixty-Five Years a Nun.

The Sixty-fifth anniversary of Mother Mary Xavier Mehegan's becoming a nun, was observed by her at the Convent of St. Elizabeth, Madison, N. J., quietly, last month. She is the founder and thus far the only mother superior of the Sisters of Charity of New Jersey. She is now in her eighty-seventh year.

Mother Xavier founded the New Jersey Sisters of Charity fifty-two years ago, coming from the New

York branch. She has founded many schools and academies and was a pioneer in the foundation of Catholic colleges for women in this country.

Gets Laetare Medal.

The Laetare medal, which is conferred by the University of Notre Dame on a layman of the Catholic Church, for distinguished services to Church, country, arts, letters, sciences, civilization or humanity, is awarded, this year, to Thomas Maurice Mulry, a banker of New York city, for charities extending over a quarter of a century.

The Laetare medal is a large disk of pure gold pendant of the colors of the university, which are gold and blue. On the face are the words, "Laetare Medal," and in a circle around the design in the center the words, "Magna Virtus et Praevalebit." (Truth is mighty and will prevail.) In the center is a gold emblem on a blue enamel. The emblem differs with each award and is symbolic of the profession in which the recipient has rendered distinguished service. On the reverse side are engraved the name of the recipient and around the disk the name of the university.

Mr. Mulry was president, in 1909, of the national conference of charities and correction. He is a member of the state board of charities of New York, and has been, for many years, president of the Superior Council of the St. Vincent de Paul society, a world-wide organization, whose object is to relieve the poverty of the poor and the sufferings of the sick, so far as possible.

This is the second distinction that has come to Mr. Mulry for his humanitarian work. In 1909 he was made a Knight of St. Gregory by the Pope. He is a resident of New York city and is president of the Immigration Savings bank and the head of a firm of contractors. He was born Feb. 13, 1855. He is married and is the father of thirteen children.

Catholic Boy Scouts.

In England they have evidently found a way of making the Boy Scout idea entirely conformable to Catholic principles. Recently Cardinal Bourne inspected the Westminster Cathedral troop in the Cathedral hall. In the brief time that has elapsed since its foundation, the troop has made great strides, and now, with a membership of nearly a hundred, it will be known as "The Cardinal's Own." Father Collings, who acts as chaplain, read a report which gave a short history of the scout movement in Westminster during the past year or so. He explained that, owing to the popularity of the movement, and their desire that Catholic boys should not be compelled to enter non-Catholic troops, it was decided to start one at Westminster for the Catholic boys of the district (we quote from The London Catholic Universe).

New Academy at Great Falls.

The Ursuline academy which is being erected at Great Falls, Montana, at a cost of two hundred thousand

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Kiowa, Okla., October, 1911. 2
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S. Bell.
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dollars, will be ready to receive pupils next September. The academy will accommodate one hundred and seventy-five boarding pupils, and three hundred and twenty-five day pupils.

Mrs. Drexel's Bequests.

The will of the late Mrs. Joseph Drexel, of Philadelphia, leaves the Catholic University at Washington, St. Joseph's Seminary at Valentine Hill, N. Y., and St. Joseph's day nursery, New York, \$10,000 each, and St. Joseph's nursery, New York, \$5,000.

Taft Speaks at Catholic Schools.

Immense crowds gathered to cheer President Taft when he went to speak to the Bohemian school children in the Catholic school at West Eighteenth and Allport streets, Chicago, and again when he talked to the Polish children in their school at East Eighty-eighth street and Commercial avenue.

Sisters of Bl. Sacrament.

Recently at the Mother-house of the Sisters of the Blessed Sacrament, Cornwells, Pa., seven novices pronounced their vows. This society was founded a few years ago by Mother Catharine Drexel for work among the Indians and Colored people of the United States. The Sisters teach in the parochial and higher schools, instruct in religious and other useful knowledge, and visit the sick and inmates of prisons.

Actor's Gift to Brothers.

Chauncey Olcott, the famous Irish tenor, recently added another and a very great favor to the many he has already conferred on the Franciscan Brothers, of Brooklyn. He endowed at St. Leonard's Academy, 138-140 South Fourth street, a business scholarship in memory of his mother, for the boys of the Catholic schools of Brooklyn.

Teaching with Pictures.

The use of stereopticon pictures to aid in teaching school children Christian doctrine, geography, and catechism, was urged by the Rev. Francis X. Barth, pastor of the Church of the Precious Blood, Stephenson, Mich., in an address given before the priests of the Green Bay diocese. He displayed pictures with his own stereopticon to add force to his words concerning the value of the machine in educating boys and girls.

A Touching Ceremony.

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nessed in Westminster Cathedral recently when a number of missionaries, men and women of various religious communities, assembled for a farewell service before departing "to the uttermost parts of the earth" to preach the Gospel. This was the first time that such a service had been held in the Cathedral. It is noteworthy that amongst the various orders and congregations represented two-thirds of the religious were of Irish nationality.

Chapter of Holy Cross.

Very Rev. Gilbert Francois, C. S. C., superior-general of the Order of the Holy Cross, has sent out announcement of the list of delegates to the sessions of the General Chapter of the Order, which will be held

at the University of Notre Dame, beginning August 1 and continuing for a week. The United States, Canada, Europe and Asia will be represented. The General Chapter convenes every six years to legislate for its members in all parts of the world.

Boys' Academy Burned.

St. Mary's academy for boys, at Norfolk, Vt., and the residence of the Xavierian brothers, a short distance

from the academy, were totally destroyed by fire last week.

New Catholic Regent.

The Rev. Charles A. Ramm, secretary to the Archbishop of San Francisco, has been appointed by the governor of California a Regent of the University of California, of which he is an alumnus. Father Ramm is a convert.

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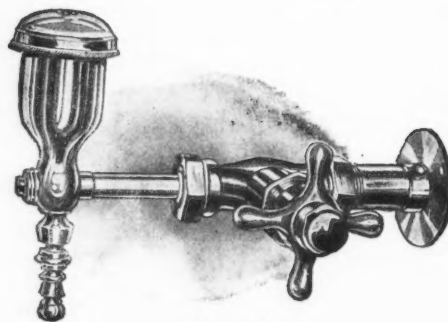
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Catholic High School at Springfield, Illinois.

Plans for a Catholic high school of sufficient size to accommodate graduates of all the parochial schools of Springfield, Ill., will probably be perfected at the meeting of the Holy Cross Fathers, of Notre Dame university, which will be held in Springfield next September.

Rev. Louis Biskupski, pastor of St. Stephen's church, at Streator, Ill., is making preparations for the erection of a new parochial school for his parish. The building proper will cost \$37,000, to be ready for use Sept. 1, 1912.

Bishop Neumann's Cause.

On April 16 the Sacred Congregation of Rites will hold the preparatory meeting on the virtue of the Venerable John Nepomucene Neumann, C. SS. R., fourth bishop of Philadelphia,

whose cause of beatification is now pending, and on April 30, the ordinary meeting.

Convention of C. E. Association.

The Catholic Educational Association will hold its annual convention June 24 to June 27 at Pittsburg, Pa., on invitation of Bishop Canevin, D. D. The religious services will be held in the splendid new cathedral.

Find Site of St. Josephs Shop.

A special dispatch, publish in The London Pall Mall Gazette, reports that excavations at Nazareth, the home of Christ, in Palestine, have revealed an eleventh century crusaders' church, with wonderful mosaics, stone doors and utensils and exquisite ornaments. It is also said that another important discovery is believed to be the site of the carpenter shop of Joseph, the foster-father of Jesus.

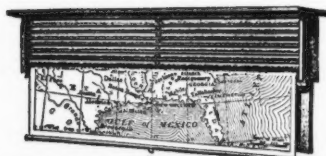
Fifty Years a Teacher.

For fifty years Nicholas Dreher has been teaching the three R's to the children of St. Joseph's parochial school, Chicago, and in that time he has educated more than two thousand pupils. He has announced that he will retire after the close of this school term, and the alumni of the school are planning a testimonial in honor of his golden jubilee.

The aged schoolmaster lives in four small rooms at the rear of 1114 North Franklin street, and when seen he declared that he was not retiring on account of infirmities, but because he feels that a younger person can do his work to better effect.

"I came here from Germany when I was a year old," said Mr. Dreher, "and since I was 18 I have been a schoolmaster. I was led to embrace the teaching profession by the Jesuit fathers, and my first appointment was a settlement called Black Partridge, in Woodford county, Ill., in 1862. That same year I returned to Chicago, and began teaching in the newly opened school of St. Joseph's parish, at Chicago avenue and Carpenter street. In 1874, St. Joseph's built another school, at North Franklin and Hill streets, and I have been there ever since."

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ATHLETICS FOR SCHOOL CHILDREN.

Over a score of cities have started organizations similar in scope to the Public Schools Athletic League of New York, and it seems certain that before long the movement will spread over the entire country. Dr. Luther Halsey Gulick, one of the founders of the league, describes its methods in an article in the Lippincott's Magazine.

"While it is true that most cities need larger areas for play—the endeavor to produce them should not be slackened—the greater need is to discover what it is possible to do in the free spaces that are available and under the conditions that exist," says Dr. Gulick. "The successful way in which classrooms, basements, roofs and the street are utilized in the badge and class athletics that have been described demonstrates that the solution of the athletic problem is not so wholly dependent upon the possession of large play grounds or extensive athletic fields as has usually been supposed. We all recognize that a school building is not a school. Neither does a play ground equipped with apparatus mean that the children of the neighborhood are having all the play they need. In both cases there must be an adult organization, a body of experts who will not only administer the funds, but give thought and labor to devising the best ways of making use of the given educational and recreational opportunities, and make sure that they are enjoyed by the greatest possible number.

"It is mainly as a demonstration of the importance of organization in athletics that the work of the Public Schools Athletic League of New York is significant. In a city where, more than any other in America, formidable space obstacles oppose the enjoyment of games and sports, the league has been able to develop, with comparatively slight expense, abundant athletic opportunities for the whole school population.

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The series has been edited by Dr. Joseph Wade, formerly Principal of St. Francis Xavier's School, now District Superintendent of Public Schools.

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